DOCUMENT RESUME

ED 335 810 EC 300 552

TITLE	Proceedings for the Annual Conference on the Management of Federal/State Data Systems (5th, Crystal City, Virginia, March 25-27, 1991).
INSTITUTION	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	Mar 91
NOTE	343p.
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Classification; Data Analysis; *Data Collection; *Disabilities; Elementary Secondary Education; *Enrollment Rate; Federal Aid; Federal Programs; *Federal State Relationship; Handicap Identification; Program Evaluation; School Personnel; Special Education Teachers; State Programs; *Statistical Data; *Student Placement; Technical Assistance; Trend Analysis
IDENTIFIERS	Office of Special Education Programs

ABSTRACT

This conference was held to enhance communication between the Office of Special Education Programs (OSEP) and State education agency staffs, and to furnish information and technical assistance to State agencies in the areas of data management and improvement of data reliability, validity, and comparability. Abstracts of presentations include the following topics: changing criteria for evaluation of special education and implications on data collection; summary of the reauthorization of the Individuals with Disabilities Education Act and the impact on data participating students, staff, project implementation, and outcomes, besides providing conclusions and recommendations. (JDD) National Clearinghouse for Professions in Special Education; the Cooperative Education Data Collection and Reporting Standards of the National Center for Education Statistics; Westat technical assistance activities; federal verification procedures; the OSEP vision for children with disabilities; collection of exiting data; educational placement trends; trends in identification rates by race, ethnicityl, gender, and urbanicity; and OSEP processing of child count data for the distribution of funds. The proceedings document also includes descriptions of State special education data systems, data report forms for the 1990-91 school year, information on traumatic brain injury or head injuries, a form used in the Personnel Mapping Project, and the executive summary from "A Guide to Improving the National Education Data System." (JDD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED335810

PROCEEDINGS FOR THE FIFTH ANNUAL CONFERENCE ON THE MANAGEMENT OF FEDERAL/STATE DATA SYSTEMS

MARCH 25-27, 1991

EC 300552

BEST COPY AVAILABLE

PREFACE

These proceedings represent summaries of the presentations from the Fifth Annual Conference on the Management of Federal/State Data Systems held in Crystal City, Virginia on March 25-27, 1991.

We believe that these conferences enhance communication between OSEP and State education agency staffs; furnish information and technical assistance to State representatives in the area of data management and improving data reliability, validity, and comparability; provide an orientation for State staff not familiar with Federal data collection procedures; and provide an arena for OSEP staff to explain the purposes and procedures for new data requirements mandated by Congress.

We are pleased to include in these proceedings abstracts of the key presentations. We have also included: (1) a list of conference participants; (2) State by State descriptions of special education data systems; (3) Data Report Forms for the 1990-91 school year; (4) Information on Traumatic Brain Injury or Head Injuries; (5) Instrument for Westat's Personnel Mapping Project; (6) Criteria for the Data Validation Process: Allowable Year-to-Year Changes; and (7) the NCES Executive Summary for a Guide to Improving the National Education Data System.

We trust you will find these proceedings useful.

Lou Danielson
Chief, Director Research Branch
Office of Special Education Programs

Nancy Beller-Simms
Coordinator, Conference and Conference Proceedings
Westat

Richard Sawyer
Senior Research Associate
Westat

Marsha Brauen
Project Director
Westat

TABLE OF CONTENTS

Page

Preface i

Agenda 1

Abstracts of Presentations

Monday, March 25, 1991[1] 8

Session I 8

Changing Criteria for Evaluating Special Education and Implications on Data Collection - Fred Weintraub, CEC 8

Summary of the Reauthorization of IDEA and the Impact on Data Requirements - Linda Lewis, NASDSE 10

OSEP Activities Related to Reauthorization - Lou Danielson, OSEP 19

Projection of Personnel Needs - James Wilson, Massachusetts Institute for Social and Economic Research (MISER) 20

Session II 22

Education Information Advisory Committee's (EIAC) Special Education Subcommittee Resolution - Lavan Dukes, Florida 22

Personnel Mapping Project - Marsha Brauen, Westat 23

Concurrent Sessions on Personnel and Data Collection 25

A. Teacher Retention in Special Education - Bonnie Billingsley, Virginia Polytechnic Institute 25

---

[1] Abstracts contained in these proceedings are for those sessions in which a formal presentation was made. Presentations made at informal sessions have not been included.

Contents (continued)

Page

B. Activities of the National Clearinghouse for Professions in Special Education - Lynne Cook, National Clearinghouse 26

C. Data Related to Recruiting and Training Special Education Services Personnel in Louisiana - Kaye Eichler and Emilie Coulter, Louisiana 28

D. Overview of the NCES' Cooperative Education Data Collection and Reporting Standards - Lee Hoffman, NCES 30

Issues Related to Personnel Data Collection, Based on Discussions in Small Group Sessions 35

Tuesday, March 26, 1991 41

Informal Breakfast Orientation for New Data Managers 41

A. Westat Technical Assistance Activities - Marsha Brauen, Westat 41

B. Federal Verification Procedures - Nancy Beller-Simms, Westat 46

Session III 50

The OSEP Vision for Children with Disabilities - Judy Schrag, OSEP 50

Westat/NASDSE Study of Exiting Data - Elaine Carlson 58

Exiting Task Force Update and Recommendations for Revised Data Collection - Lou Danielson, OSEP and Nancy Thabet, West Virginia ... 64

Discussions on Exiting Issues 66

Session IV 69

Concurrent Sessions on Exiting 69

A. Status of Former Handicapped Students in Michigan - Lucian Parshall, Michigan 69

B. Seriously Emotionally Disturbed Dropouts and Graduates in the State of New Hampshire - Jane Weissmann, New Hampshire 71

Contents (continued)

Page

C. State Agency/Federal Evaluation Studies Program: A Follow-Along Study of Special Education Students Who Have Exited Secondary Programs in Prince George's County, Maryland - Maggie McLaughlin, University of Maryland 73

D. Transition Issues for the 1990's - Bill Halloran, OSEP 75

E. Update on the National Longitudinal Transition Study - Kathy Hebbeler, OSEP 78

Concurrent Sessions 81

A. Educational Placement Trends of Students with Disabilities: A Longitudinal Analysis of National Data - Richard Sawyer, Westat 81

B. Trends in Placement of SLD, EH, and EMH Students in Florida, 1981-1989 - Marty Beech, Florida 95

C. Minnesota Department of Education Student Information System - Bob Fischer, Minnesota 97

D. An Analysis of Child Count Data and Personnel Needs in Special Education Programs in Alabama, 1989 - Julia Causey, Alabama 100

E. The Role of Ethnicity in Special Education Identification in Illinois - Gar Brown, Illinois 102

F. Reclassification of Exceptional Students in Maine: 1987-1989 - Donna Gray-Hanc and John Kierstead, Maine 104

G. Trends in Classification Rates by Race and Gender - Mari Molenaar, New Jersey 114

H. Analysis of Identification of Children with Disabilities by Ethnicity and Urbanicity 115

Study of Anticipated Services for the Disabled -- Project PASS (Performance Assessment for Self-Sufficiency) - Peggy Campeau and Brad Hesse, AIR 116

Page

National System for the Electronic Transfer of Student Records - Marsha Wicks, Seminole County Schools, Florida 118

Wednesday, March 27, 1991 119

Informal Breakfast Session: 119

OSEP Processing of Child Count Data for the Distribution of Funds - Ron Kowalski, OSEP 119

Session V 125

Overview of the National Forum on Educational Statistics - Paul Planchon, NCES 126

Data Recommendations and the Implementation of the National Education Statistics Agenda - Marilyn McMillen, NCES 126

OSEP Initiatives in Program Improvement - Lou Danielson, Martha Coutinho, and Ron Kowalski, OSEP 126

Appendices

Appendix A. Participant List A-1

Appendix B. State Special Education Data Systems B-1

Appendix C. Data Report Forms for the 1990-91 School Year C-1

Appendix D. Traumatic Brain Injury or Head Injuries D-1

Appendix E. Instrument for Westat's Personnel Mapping Project E-1

Appendix F. Criteria for Data Validation Process: Allowable Year-to-Year Changes F-1

Appendix G. A Guide to Improving the National Education Data System, An Executive Summary G-1

AGENDA

FIFTH ANNUAL CONFERENCE ON THE MANAGEMENT OF FEDERAL/STATE DATA SYSTEMS
STOUFFER CONCOURSE HOTEL - CRYSTAL CITY

MARCH 25 - 27, 1991

Monday, March 25, 1991

8:30 - 12:00 Registration (in front of Chesapeake Hall)

SESSION I

9:00 - 9:15 General Welcome and Introductions (*Roanoke Room*)

Presenters: Marsha Brauen, Westat
Lou Danielson, OSEP

9:15 - 10:00 Changing Criteria for Evaluating Special Education and Implications for Data Collection (*Roanoke Room*)

Presenter: Fred Weintraub, CEC

10:00 - 10:45 Summary of the Reauthorization of IDEA and the Impact on Data Requirements (*Roanoke Room*)

Presenter: Linda Lewis, NASDSE

10:45 - 11:00 **BREAK**

11:00 - 11:15 OSEP Activities Related to Reauthorization (*Roanoke Room*)

Presenter: Lou Danielson, OSEP

11:15 - 12:15 Projection of Personnel Needs (*Roanoke Room*)

Presenter: James Wilson, Massachusetts Institute for Social and Economic Research (MISER)

12:15 - 1:30 **LUNCH** (on your own)

SESSION II

1:30 - 2:15 1990 EIAC Recommendations (*Roanoke Room*)

Presenter: Lavan Dukes, Florida

Personnel Mapping Project (*Roanoke Room*)

Presenter: Marsha Brauen, Westat

2:15 - 2:30 **BREAK**

2:30 - 3:10 Concurrent Sessions on Personnel and Data Collection

A. Teacher Retention (*Roanoke Room*)

Presenter: Bonnie Billingsley, Virginia Polytechnic Institute

B. Activities of the National Clearinghouse for Professions in Special Education (*Rappahannock Room*)

Presenter: Lynne Cook, National Clearinghouse

C. Data Related to Recruiting and Training of Special Education Services Personnel (*James Room*)

Presenter: Kaye Eichler, Louisiana

D. Cooperative Education Data Collection and Reporting Standards (*Potomac Room*)

Presenter: Lee Hoffman, NCES

3:20 - 4:20 RRC Group Meetings to Discuss Personnel Data Issues (see small group session sheet in participant packets for room assignments)

Moderators: RRC Representatives

4:30 - 5:00 Report of RRC Group Meetings on Personnel Issues to Conference (*Roanoke Room*)

5:00 - 5:30 Crackerbarrel Session: Open Session for State Representatives Only (*Roanoke Room*)

Moderator: Lavan Dukes, Florida

5:30 **INFORMAL RECEPTION:** Cash Bar (*Ondine Lounge*)

Tuesday, March 26, 1991

8:30 - 9:00	Informal Breakfast Orientation for New Data Managers (*Roanoke Room*)		
		Presenters:	Marsha Brauen, Westat Nancy Beller-Simms, Westat
	SESSION III		
9:00 - 9:15	The OSEP Vision for Children with Disabilities (*Roanoke Room*)		
		Presenter:	Judy Schrag, OSEP
9:15 - 10:15	Westat Study of Exiting Data (*Roanoke Room*)		
		Presenter:	Elaine Carlson, Westat
	Exiting Task Force Update and Recommendations for Revised Data Collection (*Roanoke Room*)		
		Presenters:	Lou Danielson, OSEP Nancy Thabet, West Virginia
10:15 - 10:30	**BREAK**		
10:30 - 11:10	Small Group Discussions on Exiting Data Issues (see small group session sheet in participant packets for room assignments)		
11:20 - 12:00	Report of Small Group Meetings on Exiting to Conference (*Roanoke Room*)		
		Moderator:	Lou Danielson, OSEP
12:00 - 1:15	**LUNCH** (on your own)		

SESSION IV

1:15 - 2:00 Concurrent Sessions on Exiting

A. State Presentations of Exiting Studies (*Roanoke Room*)

Presenters: Lucian Parshall, Michigan
Jane Weissmann, New Hampshire

B. State Agency/Federal Evaluation Studies Program: A Follow-Along Study of Special Education Students Who Have Exited Secondary Programs in Prince George's County, Maryland (*Rappahannock Room*)

Presenters: Susan Sanchez, OSEP
Maggie McLaughlin, University of Maryland

C. Implications of Transition Requirements and IDEA (*James Room*)

Presenter: Bill Halloran, OSEP

D. Update on the National Longitudinal Transition Study (*Potomac Room*)

Presenter: Kathy Hebbeler, OSEP

2:15 - 3:00 Concurrent Sessions

A. National Longitudinal Placement Trends and State Presentation on Placement Study (*Roanoke Room*)

Presenters: Richard Sawyer, Westat
Marty Beech, Florida

B. Minnesota's Student Information System (*Rappahannock Room*)

Presenter: Bob Fischer, Minnesota

C. State Presentations on Child Count Studies (*James Room*)

Presenters: Julia Causey, Alabama
Gar Brown, Illinois

D. State Presentation on Child Count Study (*Potomac Room*)

Presenters: Donna Gray-Hanc and John Kierstead, Maine

(Concurrent Sessions continued on next page)

E. State Presentations on Child Count Studies (*Williamsburg Room*)

Presenters: Mari Molenaar, New Jersey
Betty Kee, New Mexico

3:00 - 3:15 **BREAK**

3:15 - 4:00 Update on Anticipated Services Study (*Roanoke Room*)

Presenters: Peggy Campeau, AIR
Brad Hesse, AIR

4:00 - 5:15 Concurrent Sessions

A. National System for the Electronic Transfer of Student Records (*Roanoke Room*)

Presenter: Marsha Wicks, Seminole County Schools, Florida

B. Poster Session for New and Experienced Data Managers (*Potomac Room*)

Representatives: Lou Danielson, OSEP
Kathy Hebbeler, OSEP
Marsha Brauen, Westat
Richard Sawyer, Westat
Anne Elmlinger, Westat
Bob Schrack, Westat

Wednesday, March 27, 1991

8:30 - 9:00 Concurrent Informal Breakfast Sessions:

A. Informal Question and Answer Session for New Data Managers (*Potomac Room*)

Presenter: Lou Danielson, OSEP

B. OSEP Processing of Child Count Data for the Distribution of Funds (*Roanoke Room*)

Presenter: Ron Kowalski, OSEP

SESSION V

9:00 - 9:40 Overview of the National Forum on Educational Statistics (*Roanoke Room*)

Presenter: Paul Planchon, NCES

Data Recommendations and the Implementation of the National Education Statistics Agenda (*Roanoke Room*)

Presenter: Marilyn McMillen, NCES

9:40 - 10:30 Panel Discussion (*Roanoke Room*)

Discussants: Pat Almond, Oregon
Trina Osher, NASDSE
Martha Coutinho, OSEP

10:30 - 10:45 **BREAK**

10:45 - 11:30 OSEP Initiatives in Program Improvement (Includes updates on the following OSEP Special Studies: Outcomes Center; Policy Options Center; Dropout Prevention Studies) (*Roanoke Room*)

Presenter: Lou Danielson, OSEP
Martha Coutinho, OSEP
Ron Kowalski, OSEP

11:30 - 11:45 Report on Crackerbarrel Session (*Roanoke Room*)

Presenter: Lavan Dukes, Florida

11:45 - 12:00 Concluding Remarks (*Roanoke Room*)

FIFTH ANNUAL

CONFERENCE ON THE MANAGEMENT OF FEDERAL/STATE DATA SYSTEMS

MARCH 1991

ABSTRACTS OF PRESENTATIONS

Monday, March 25, 1991

SESSION I

Presenter:

Frederick J. Weintraub
Assistant Executive Director for Communications
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
703-264-9402

CHANGING CRITERIA FOR EVALUATING SPECIAL EDUCATION AND IMPLICATIONS ON DATA COLLECTION

Over the past two decades, special education policy and management has been focused on expanding access to special education, procedures for decision making regarding services required, and the delivery of such services. Fundamentally, the field's mission evolved to be the delivery of special education and related services and it began to measure its success on service delivery variables.

Thus, data collection focused on the numbers of students served, the array of services provided, personnel employed, service settings, the cost of services, and the number of students leaving. A school system or State became meritorious if it served all those that needed to be served, with qualified personnel, with few complaints and students remained in education until graduation or aging out.

These were important goals, particularly in light of the abuses of the past. And, for the most part, they have been achieved with great success. The question facing our field, however, is whether a service delivery model for evaluation, which stops at the classroom door, is sufficient for the future.

It is my contention that special education over the next decade will be increasingly held accountable for the learning outcomes achieved, or not achieved, by its students. The pressure for such change will come from both internal and external sources. Now that students with disabilities are being served, special educators and parents are now turning their attention to what the students should be expected to learn and how such progress can be assessed. Studies of both professionals and parents show a high degree of satisfaction with the delivery system, but significant anxiety about whether the students will eventually be able to function effectively in society. Studies on special education teacher stress and attrition show that teacher uncertainty about appropriate expectations for students and their inability to ascertain progress is a major contributing factor to their leaving the field. School reform efforts at all levels are focusing on educational outcomes. From a larger societal vantage point, education will be judged by the degree to which students attain outcomes that are nationally understood and accepted and which are measurable.

As special education struggles with determining the outcomes we expect students with disabilities to achieve before they leave school. There are several issues we will have to resolve. Should there be a single set of outcomes for all students, all students within subgroups or should outcomes be individually determined? Since the path to achieving outcomes is through curriculum, should curriculum for students in special education be the same core curriculum as other students receive, adaptations of the core curriculum or alternative curriculum.

An outcome orientation presumes the ability to assess a student's progress in attaining the outcome, and the success of schools and school systems in achieving the outcomes for their students. What assessment methods will be used for differentiated outcomes and curriculum, and how should such results be reported?

If the future success of special education will be determined on the degree to which students achieve outcomes, then the critical factors will be the quality of teachers and the conditions and resources that will be necessary for them to practice effectively. How will we develop an effective data base to better understand these issues and assess their effectiveness?

To meet this challenge will require the energy and talent of all sectors of our field. The task is no less Herculean than that of the past two decades. As special education data collection experts you have a major role to play in both shaping and meeting this challenge.

Presenter:

Linda Lewis
Governmental Relations
NASDSE
1800 Diagonal Road, Suite 320
King Street Station 1
Alexandria, VA 22314
703-519-3800

SUMMARY OF THE REAUTHORIZATION OF IDEA AND THE IMPACT ON DATA REQUIREMENTS

In October, 1990 Congress passed the Education of the Handicapped Act (EHA) Amendments of 1990 (P.L. 101-476), a bill reauthorizing the EHA discretionary programs (Part C-G) and revising certain provisions of Part A and Part B of the Act. The Amendments deleted or revised several of the EHA State data reporting requirements specified in Sec. 618(b). This document compares State data requirements in effect prior to October, 1990 with those that go into effect in FY 1991 as a result of the 1990 Amendments, and indicates the changes that have been made.

In addition to changes in specific State data reporting requirements, the 1990 Amendments also change (a) the categories of disability on which data are to be reported and (b) the State agency responsible for reporting data on infants and toddlers:

- Starting in FY 1993, data reported by disability must include the disability categories of Autism and Traumatic Brain Injury.
- Part H lead agencies are responsible for reporting required data on infants and toddlers.

STATE DATA REPORTING REQUIREMENTS: CHANGES RESULTING FROM EHA AMENDMENTS OF 1990

NUMBER OF CHILDREN SERVED	
Previous Requirement	**Revised Requirement**
(1) the number of handicapped infants, toddlers, children, and youth in each State receiving a free appropriate public education or early intervention services -- (A) in age groups 0-2 and 3-5, and (B) in age groups 6-11, 12-17, and 18-21, by disability category.	"(A) the number of infants, toddlers, children, and youth with disabilities in each State receiving a free appropriate public education or early intervention services-- "(i) in age groups 0-2 and 3-5, and "(ii) in age groups 6-11, 12-17, and 18-21, by disability category;
Change: None	

STATE DATA REPORTING REQUIREMENTS: CHANGES RESULTING FROM EHA AMENDMENTS OF 1990

PLACEMENT OF CHILDREN SERVED	
Previous Requirement	**Revised Requirement**
(2) the number of handicapped children and youth in each State who are participating in regular educational programs (consistent with the requirements of sections 1412(5)(B) and 1414(a)(1)(C)(iv)) by disability category, and the number of handicapped children and youth in separate classes, separate schools or facilities, or public or private residential facilities, or who have been otherwise removed from the regular education environment,	"(B) the number of children and youth with disabilities in each State, by disability category, who-- (i) are participating in regular educational programs (consistent with the requirements of section 612(5)(B) and 614(a)(1)(C)(iv)); (ii) are in separate classes, separate schools or facilities, or public or private residential facilities; or (iii) have been otherwise removed from the regular education environment;
	Change: Consistent with OSEP practice, all data must be reported by disability category.

STATE DATA REPORTING REQUIREMENTS:
CHANGES RESULTING FROM EHA AMENDMENTS OF 1990

NUMBER OF STUDENTS EXITING AND ANTICIPATED SERVICES	
Previous Requirement	**Revised Requirement**
(3) the number of handicapped children and youth exiting the educational system each year through program completion or otherwise-- (A) in age group 3-5, and (B) in age groups 6-11, 12-17, and 18-21, by disability category and anticipated services for the next year,	"(C) the number of children and youth with disabilities exiting the educational system each year through program completion or otherwise, by disability category, for each year of age from age 14 through 21; "(E) at least every three years, using the data collection method the Secretary finds most appropriate, a description of the services expected to be needed, by disability category, for youth with disabilities in age groups 12-17 and 18-21 who have left the educational system.
	Change: (1) Consistent with OSEP practice, data must be reported for each age year from 14 through 21 years of age (2) Deletes annual requirement for data on anticipated services. Requires data be reported, by disability group for youth in age groups 12-17 and 18-21, using data collection method the Secretary finds most appropriate **COMMENT**: Although exiting data are required for students starting at age 14, data on anticipated services are required starting at age 12.

STATE DATA REPORTING REQUIREMENTS:
CHANGES RESULTING FROM EHA AMENDMENTS OF 1990

PERSONNEL EMPLOYED	
Previous Requirement	**Revised Requirement**
(5) the number and type of personnel that are employed in the provision of special education and related services to handicapped children and youth and early intervention services to handicapped infants and toddlers by disability category served,	"(D) the number and type of personnel that are employed in the provision of-- "(i) special education and related services to children and youth with disabilities, by disability category served; and "(ii) early intervention services to infants and toddlers with disabilities,
	Change: Consistent with OSEP practice, deletes requirement for data on infants and toddlers by disability category.

STATE DATA REPORTING REQUIREMENTS: CHANGES RESULTING FROM EHA AMENDMENTS OF 1990

PERSONNEL NEEDED	
Previous Requirement	**Revised Requirement**
The estimated number and type of additional personnel by disability category needed to adequately carry out the policy established by this Act,	Requirement deleted for FY 1991 and 1992. "(2) Beginning with fiscal year 1993, the Secretary shall obtain and report data from the States under section 613(a)(3)(A), including data addressing current and projected special education and related services needs, and data on the number of personnel who are employed on an emergency, provision, or other basis, who do not hold appropriate State certification or licensure, and other data for the purpose of meeting the requirements of this subsection pertaining to special education and related services personnel."

STATE DATA REPORTING REQUIREMENTS:
CHANGES RESULTING FROM EHA AMENDMENTS OF 1990

PERSONNEL NEEDED

Previous Requirement	Revised Requirement
Change: Starting in FY 1993, data specified in section 613(a)(A) must be reported. Sec. 613(a)(3)(A) lists the following: • Current and projected special education and related services needs -- the number and type of personnel needed, including leadership personnel, and a projection of the numbers of such personnel that will be needed in five years, based on projections of individuals to be served, retirement and other leaving of personnel from the field, and other relevant factors • Data on the number of personnel who are employed on an emergency, provisional, or other basis, who do not hold appropriate State certification or licensure -- the number and type of personnel, including leadership personnel, that are employed in the provision of special education and related services, by area of specialization, including the number of such personnel who are employed on an emergency, provisional, or other basis, who do not hold appropriate State certification or licensure	• Other data pertaining to special education and related services personnel **COMMENT:** Sec. 613(a)(3) requires that data on IHE enrollments and on students graduating from IHE training programs be maintained by States (see below). The Sec. 618 data requirements do not specifically require that such data be reported annually by States. Presumably, a determination regarding whether States will be required to report such data will be made by OSEP. Data related to IHE training programs specified in Sec. 613(a)(3) are: • the numbers of students enrolled in IHE programs preparing special education and related services personnel, by area of specialization; and • the number who graduated with certification or licensure, or with credentials to qualify for certification or licensure, during the past year.

STATE DATA REPORTING REQUIREMENTS: CHANGES RESULTING FROM EHA AMENDMENTS OF 1990

FEDERAL, STATE, AND LOCAL EXPENDITURES	
Previous Requirement	**Revised Requirement**
(4) the amount of Federal, State, and local funds expended in each State specifically for special education and related services and for early intervention services (which may be based upon a sampling of data from State agencies including State and local educational agencies),	None
	Change: Requirement deleted

STATE DATA REPORTING REQUIREMENTS: CHANGES RESULTING FROM EHA AMENDMENTS OF 1990

SERVICES IN NEED OF IMPROVEMENT	
Previous Requirement	**Revised Requirement**
(6) a description of the special education and related services and early intervention services needed to fully implement this Act throughout each State, including estimates of the number of handicapped infants and toddlers in the 0-2 age group and estimates of the number of handicapped children and youth-- (A) in age group 3-5, and (B) in age groups 6-11, 12-17, and 18-21, and by disability category.	None
	Change: Requirement deleted

Presenter:

Lou Danielson
Branch Chief, Special Studies
Switzer Building
3rd and C Streets, S.W.
Washington, D.C. 20202
202-732-1119

OSEP ACTIVITIES RELATED TO REAUTHORIZATION

Dr. Danielson reviewed the personnel data requirements resulting from the IDEA amendments of 1990. Both personnel supply and demand data will now have to be reported, including five year projections of needed personnel. Also discussed were a number of activities undertaken by OSEP related to the personnel data. These activities include a study of the personnel needed data currently being collected by States, which was completed by Westat (formerly DRC) last year; a personnel mapping project which will explore in detail, personnel data systems and definitions of personnel being used in nine States; a personnel task force set up to assist OSEP develop new data collection formats which will meet the new data requirements; and cooperative efforts with the National Clearinghouse for Professions in Special Education.

Dr. Danielson also briefly described the process OSEP has developed to determine the feasibility and availability of resources for collection of data on personnel supply and demand. A key focus of the process is to gather input from multiple sources involved with and interested in personnel data (e.g., State data managers, State directors of special education, State CSPD coordinators). To date, OSEP has held one task force meeting to discuss strategies for meeting the new data requirements, and developed a proposed data format based on task force input. The proposed data format was reviewed by Dr. Danielson, and data managers had an opportunity to discuss and comment on the proposed format at a later session of the conference.

Presenter:

James Wilson
Massachusetts Institute of Social and
Economic Research
Box 515
Hatfield, MA 01038
413-545-3460

PROJECTION OF PERSONNEL NEEDS

This presentation displays the dimensions and components of teacher supply and demand models.

In all models and projections of personnel needs there is an interactive relationship between the needs of policymakers, model builders, and data collectors. The more detailed the policy information needs, the more complex the models, and the more comprehensive the data collection. Modeling often reveals the need for additional data, and the needs for additional policy information. Policymakers, upon reviewing information produced from models will often request additional data and information. It is a progressive, evolving process contingent upon the value of information, funding, and modeling expertise.

An example of a simple SYSTEMS view of educator supply and demand would consist of: teacher supply, teacher demand, student to teacher ratio, financing of education, and a quality measure. Each component is critical to the process.

A complex SYSTEMS view of educator supply and demand would consist of numerous dimensions. Included would be three main components: teacher supply (which is dependent upon out-migrants, teaching force current year, retirement, reserve pool, new graduates, alternative or emergency certification, in-migrants, and teaching force next year), finance (which is wages and budget and determines teacher/student ratio and to some extent quality), and teacher demand (which is dependent upon student enrollments by course, course taking behavior, enrollments, and public/private split in enrollments). Projections can take some or all of these dimensions and components into consideration.

During the conference session, a simple projection model was assembled. To make one aware of the complications in the estimation of personnel needs, a set of graphs were presented to indicate how a simple model could go wrong.

In conclusion, to undertake projections, we need

- Year;
- Total Workforce in Year-1;
- Total Workforce in Year;
- Total Retained from Year-1 to Year *or* Total Entrants in Year *or* Total Attrition from Year-1 to Year; and
- Enrollments in Year.

DATA ON GRADUATES

A problem in the data collection proposed by the new legislation is the collection of data on graduates of programs that will supply special education needs. The problems, I see, are as follows:

- There are numerous institutions that must be contacted. For example, in the Northeast there are over 110 institutions which have teacher training programs.
- The number of graduates is a very gross measure of supply. In work at MISER, we have observed that a small percentage of the graduates actually become certified, and a small percent of those actually enter teaching. Such rates of transition from graduation to certification to hire are likely idiosyncratic by state.
- Graduation data would be very difficult to incorporate into a model. Past the last historical year we would have to link demographic data of some sort with college attendance, then reduce this by the subset that graduates, and further reduce it by the expected number trained for special education. All of this is very rough, and probably quite unreliable.
- If we simply want a measure of the number training to observe from one time period to the next if the more or less people are being trained, then collecting such data may be of use. How this translates into actual supply cannot be well determined by such data.

SESSION II

Presenter:

Lavan Dukes
Administrator
Education Information Services/MIS
Florida Department of Education
Florida Education Center, Room 722
325 West Gaines Street
Tallahassee, FL 32399-0400
904-487-2280

EDUCATION INFORMATION ADVISORY COMMITTEE'S (EIAC) SPECIAL EDUCATION SUBCOMMITTEE RESOLUTION

WHEREAS, there currently exists amongst the various States a wide variation in the data items and data definitions; and

WHEREAS, the Office of Special Education and Rehabilitative Services (OSERS) has prepared a dictionary of data elements specifically related to staff and student information; and

WHEREAS, there exists a body of information to be collected by OSERS related to the provision of special education and related services to handicapped students;

THEREFORE, be it resolved that the Office of Special Education and Related Services perform an information availability inventory which would describe data inconsistencies by State, describe potential surrogates of data elements where they are available, and describe possible changes underway to ameliorate data inconsistencies in the States.

Presenter:

Marsha Brauen
Project Director
Westat, Inc.
1650 Research Boulevard
Rockville, MD 20850-3129
301-738-3668

PERSONNEL MAPPING PROJECT

This project serves as a follow-up to Westat's completion of the OSEP data dictionary; as with the OSEP Data Dictionary, the primary purpose of this task is to work toward increasing comparability and accuracy of the OSEP annual data. A secondary purpose for this project is to work toward uniform data definitions across education agencies.

EIAC's recommendation that all definitions and elements used by the States and OSEP be compared and analyzed, is to put it mildly, a gigantic task. This year Westat staff will begin a pilot project to assess the comparability of the personnel data elements currently being used in the collection of the personnel employed and needed data. This study comes at a critical time as OSEP begins to implement the amendments to IDEA. The comparability of these elements is extremely important since the supply and demand for special education personnel is not an issue which is confined to State boundaries. Few States are able to recruit all needed personnel from their own universities.

A study similar to this personnel mapping project was completed by the Council of Chief State School Officers as part of the Education Data Improvement Project for the personnel elements collected in the Common Core of Data; Westat has modeled its study on the work completed by the Council. NCES funded the Council's project whose primary purpose was to improve the quality, comprehensiveness, and timeliness of the Common Core of Data. The result was a report outlining how individual State's elements and definitions differ from those used in the Common Core of Data. This is particularly useful to States when they compare themselves to one another. A similar report on special education data elements is the goal of this study.

This study will be carried out in the following eight steps.

1. DEVELOPMENT OF INSTRUMENT. Appendix E contains part of the instrument that will be used. It is important to note that Westat staff will be using the instrument.

The instrument has three sections, one which provides information on the forms and instructions supplied, one which permits comparison of definitions of terms, and one which looks specifically at the certification and licensing processes in use in the States. The instrument contains only OSEP definitions from the OSEP Data Dictionary except for the definitions on the certification processes where NCES definitions from its School and Staffing Survey have been used instead. Given the requirement in the reauthorization to specify those personnel certified and uncertified, this information will be vital in assessing the comparability of current data and to establish definitions for future OSEP data collections.

2. REVIEW OF THE INSTRUMENT. The Westat Data Advisory Group (which is a subset of the data managers who assist us each year in defining our project tasks) as well as Lynne Cook (who is the director of the Clearinghouse on Professions in Special Education) have reviewed the instrument.

3. SELECTION OF STATES FOR THE PILOT. States were chosen for participation based on three criteria: (1) size of special education population; (2) method of data collection for the personnel needed and employed data (that is, States which collect data from districts in the aggregate versus from a statewide personnel system; also a few States collecting their needed data in unusual ways were included); and (3) the use of categorical versus non-categorical teacher certification. This will significantly impact the reporting of uncertified personnel as well as limit the reporting of data by disability.

Based on these criteria, Westat selected the following nine States: Texas, Florida, California, Washington, Minnesota, Missouri, Nebraska, Oregon, and Iowa.

4. REQUEST ELEMENT LIST AND DEFINITIONS FROM STATE. Westat staff then called the nine States to ask for their participation in the study; all nine States agreed and began to send in all relevant forms, data elements, and definitions. This is our progress to date.

5. COMPARE FEDERAL AND STATE ELEMENTS. After the data meeting, Westat staff will compare the federal elements and their definitions with the State elements and definitions. Staff will note where definitions are identical and where they differ on the forms included in the Personnel Mapping Attachment. At least two individuals will make these comparisons to assure reliability.

6. SEND COMPARISONS TO STATES. Westat will send the results of the comparisons to the States for verification; Westat staff will work with States to revise any definitions that have been misconstrued.

7. DEVELOP MATRICES OF SIMILARITIES AND DIFFERENCES. Westat staff will then prepare matrices which shows where similarities and differences exist to assess the degree to which the elements and definitions used by the States differ from those used at the Federal level.

8. PREPARE A REPORT PRESENTING INFORMATION BY STATE ON SIMILARITIES AND DIFFERENCES. Finally, Westat will prepare a report that contains recommendations for improving the collection of the data. This will be sent to OSEP for review before the office makes a decision regarding whether this information will be collected from all States. The goal is to have this report completed by the end of the summer so that the results can be used to assist in the preparation of the data requirements on personnel supply and demand In addition, Westat will be sharing this information with the National Clearinghouse on Professions in Special Education to enhance their efforts to assist states to better meet their needs for special education personnel.

Presenter:

Bonnie Billingsley
College of Education
Virginia Polytechnic Institute
AES Division
2304 UCOB
Blacksburg, VA 24061-0302
703-231-9715

TEACHER RETENTION IN SPECIAL EDUCATION

The purpose of the presentation was to review research findings related to teacher retention in special education. First, major findings from the retention literature in special and general education were reviewed. Second, the results of two statewide studies related to attrition and retention supported by the Virginia Department of Education were reviewed. In the first study (Billingsley & Cross, 1991) we investigated why some special education teachers choose to stay in teaching, but leave their special education assignments. In addition, we identified deterrents and potential incentives that might lead former special educators to reconsider teaching positions in special education. Questionnaires from 286 respondents were analyzed. The primary reasons cited for leaving special education suggest that teachers transfer from special to general education because of inadequate administrative support and the stress involved in working with special education students. Results from this research study are available in *The Journal of Special Education* (Teachers' Decisions to Transfer from Special to General Education, 1991).

The primary purpose of the second study was to identify variables that influence teachers' commitment and job satisfaction among both general and special educators. A secondary purpose was to determine the extent to which these commitment and satisfaction variables influence teachers' intent to stay in teaching. A questionnaire using primarily extant measures was sent to a random sample of 558 special educators and 589 general educators in Virginia. Completed questionnaires were received from 83 percent of both samples. Crossvalidated regression results suggest that work-related variables, such as leadership support, role conflict, role ambiguity, and stress, are better predictors of commitment and job satisfaction than are demographic variables. Generally, the findings were similar for general and special educators. (A paper summarizing the results of this study is available.) Specific recommendations for improving teacher retention were discussed, which included 1) support for beginners and likely to leave groups; 2) administrative support; 3) working conditions; and 4) teacher salaries.

Presenter:

Lynne Cook
National Clearinghouse for Professions in Special Education
1800 Diagonal Road, Suite 320
King Street Station
Alexandria, VA 22314
703-519-3800

ACTIVITIES OF THE NATIONAL CLEARINGHOUSE FOR PROFESSIONS IN SPECIAL EDUCATION

The National Clearinghouse for Professions in Special Education, operated collaboratively by NASDSE and CEC, has been refunded for three years (1990 - 1993) through a cooperative agreement with the U.S. Office of Special Education Programs. The National Clearinghouse is designed to encourage students to seek careers and professional personnel to seek employment in the various fields related to the education of children and youth with disabilities through the following:

(1) Collection and dissemination of information on current and future national, regional, and State needs for special education and related services personnel. To meet this requirement the Clearinghouse must--

  (a) Collect, validate, and provide ready access to existing information about current needs;

  (b) Develop a plan to estimate future needs;

  (c) Conduct investigations designed to improve the relevance and accuracy of information on current and future needs;

  (d) Collect, analyze, and report on information concerning the current personnel needs related to children and youth of various ages with disabilities of varying severity; and

  (e) Devise mechanisms to foster better collection and dissemination of information on current and future personnel needs.

(2) Dissemination of information to high school guidance counselors and others concerning current career opportunities in special education and related services, location of programs that prepare personnel for the various special education and related service professions, and various forms of financial assistance (such as scholarships, stipends, and allowances).

(3) Identification of training programs, for the various special education and related service professions, that meet State and professionally recognized standards for programs that prepare personnel for those professions.

(4) Establishment of a network among local and State educational agencies and institutions of higher education concerning the supply of graduates and available openings.

(5) Provision of technical assistance to institutions seeking to meet State and professionally recognized standards of personnel preparation.

Presenter:

Kaye Eichler and Emilie Coulter
Louisiana State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804
504-342-3631

DATA RELATED TO RECRUITING AND TRAINING SPECIAL EDUCATION SERVICES PERSONNEL IN LOUISIANA

In October of 1990, the Louisiana Department of Education received approval and funding from the Office of Special Education Programs for the "Special Educational Services Recruiting and Training Project." The overall purpose of the proposed project was to increase the number of fully certified personnel teaching in mild/moderate and severe/profound categories through dual certification with regular education. Specific goals are stated below.

- Provide monetary support to undergraduate students, in Louisiana universities/colleges, majoring in education who will commit to dual certification in areas of regular education and special education (students with either mild/moderate or severe/profound disabilities).
- Develop systematic procedures to track coursework and/or college hours of non-certified employed personnel until they complete their certification or attrition occurs.
- Develop systematic procedures to track the trainees in this project until their grant agreement is fulfilled, which includes corresponding years of employment.
- Develop systematic procedures to track all special education certified teachers currently employed including the attrition exits and attrition transfers.
- Select and refine the competencies that all student teachers in mild/moderate and severe/profound categories must complete for full certification. These will be incorporated as minimum requirements in all participating university training programs.

The benefits expected from these projects are an increased number of certified special education personnel, consistency and standardization of teacher competencies, promotion of the regular education initiative, projection of teacher supply and demand and training needs, and dissemination of state-of-the-art training material.

The specific tracking objectives for this project include the following:

- Collect and interpret actual personnel data of the previous year by certification areas for each school system for all special education personnel employed in any classroom (regular and special education) and/or position.

- Aggregate school system data to arrive at State totals by certification area.

- Monitor stipend recipients from the initiation of coursework through completion of programs, and employment for three ensuing years.

- Monitor progress of the degree programs for all junior and senior level special education majors through completion of coursework and into employment for three consecutive years.

- Survey progress of teachers employed in special education classrooms who are seeking special education certification (i.e., teachers on temporary certificates, emergency certificates, and full-time/part-time non-certified teachers).

- Collect data on status on minority teachers and teacher candidates to assure opportunity for inclusion in stipend awards and teacher preparation programs.

Presenter:

Lee Hoffman
National Center for Education Statistics (NCES)
Office of Education Research & Improvement
U.S. Department of Education
555 New Jersey Avenue, N.W.
Room 410
Washington, D.C. 20208
202-219-1621

OVERVIEW OF THE NCES' COOPERATIVE EDUCATION DATA COLLECTION AND REPORTING STANDARDS

The Hawkins-Stafford Education Improvement Amendments of 1988 (P.L. 100-297) established the National Cooperative Education Statistics System (Cooperative System), a joint program of NCES and the States intended to improve the comparability, quality, and utility of data collected from States and other education entities on the condition of education in the nation. To help achieve that goal, the legislation directed the Commissioner of NCES to support the design and implementation of data collection, processing, analysis, and reporting standards.

The Cooperative Education Data Collection and Reporting (CEDCAR) Standards project was initiated to produce these standards through the combined efforts of data providers, producers, and users at the local, State, and Federal levels. A Task Force of data system professionals, drawn primarily from the membership of the National Forum on Education Statistics, assumed major responsibility for planning, producing, reviewing, and disseminating the Standards. The Task Force was assisted in drafting the Standards by a Task Group of subject specialists.

The CEDCAR Standards set forth guidelines that represent best practice in the collection, processing, analysis, and reporting of education statistics. The Standards were developed because there is a clear and urgent need to improve the accuracy, comparability, timeliness, and utility of education data that are used to make key policy decisions. Although the Standards were designed specifically for data that fall within the scope of the National Cooperative Education Statistics System, they are applicable to other education data collection and reporting programs as well.

The Standards do not attempt to describe the types of data that should be collected. For example, they do not specify what indicators the National Cooperative Education Statistics System should collect. Rather, the Standards are intended to serve as a guide to the key phases of data collection and reporting. They identify the qualities that characterize good measures and describe the process of selecting and evaluating appropriate measures that will result in data of the highest quality--data that provide accurate, comparable, and useful information. Underlying the Standards are the basic tenets of accuracy, utility, appropriateness, and feasibility.

The CEDCAR Standards project is a three-phase effort extending over a 27-month period. In Phase I (July 1989-January 1990), the Task Force of local, State, and Federal representatives began laying the groundwork for the development of the Standards. During this phase, the Task Force reviewed related standards, decided upon the most useful scope and format for this document, and created a plan for developing the Standards.

In Phase II (January 1990-December 1990), Task Force and Task Group members drafted standards for review by State representatives of the Cooperative System and Federal agency staff. Task Force members also designed the field review plan and informed intended audiences of the project's progress.

Phase III (January 1991-September 1991) encompasses peer and field review of the draft Standards at the State and local levels, review by statistical and educational research specialists, revision, submittal for approval to the National Center for Education Statistics and the National Forum on Education Statistics, and dissemination to intended audiences.

The entire planning, development, and review cycle of this project relies upon the active involvement of local, State, and Federal members of the Cooperative System in an iterative process intended to bring about consensus on the Standards. This broad-based participation was deemed critical to the creation of Standards that would meet the dual goal of usefulness and technical excellence.

Data Collection and Reporting Phases

This document takes a comprehensive view of the processes that occur during each phase of data collection and reporting. It guides the reader step-by-step through each phase, from the initial planning of a data need through the fulfillment of the data requirement.

Six distinct but related phases form the conceptual framework in which the Standards have been developed and organized. They are:

- Management and Coordination of Data Needs;

- Study Design;
- Data Collection;
- Data Preparation and Processing;
- Data Analysis; and
- Reporting and Dissemination of Data.

Within these phases, individual standards are organized by major subject area--each with a stated purpose or goal. The Standards are arranged in the order in which they would be performed in the actual data collection and reporting process.

Although the Standards are divided into distinct phases, the phases are interrelated. Individuals working on one phase should be familiar with the standards for other phases. Standards in earlier phases of a project are still relevant during later phases. For example, data processing staff may find it necessary to refer to the data collection standards for guidance in nonresponse followup activities. Similarly, standards in later phases are relevant during earlier phases of a project. For example, analysis standards should be considered during study design.

Standard and Checklist Formats

Each of the major phases addressed in this document begins with an introduction that includes a discussion of the rationale for selecting this phase, the scope of the phase, underlying assumptions, and the intended audience. Limitations and potential problems are also addressed.

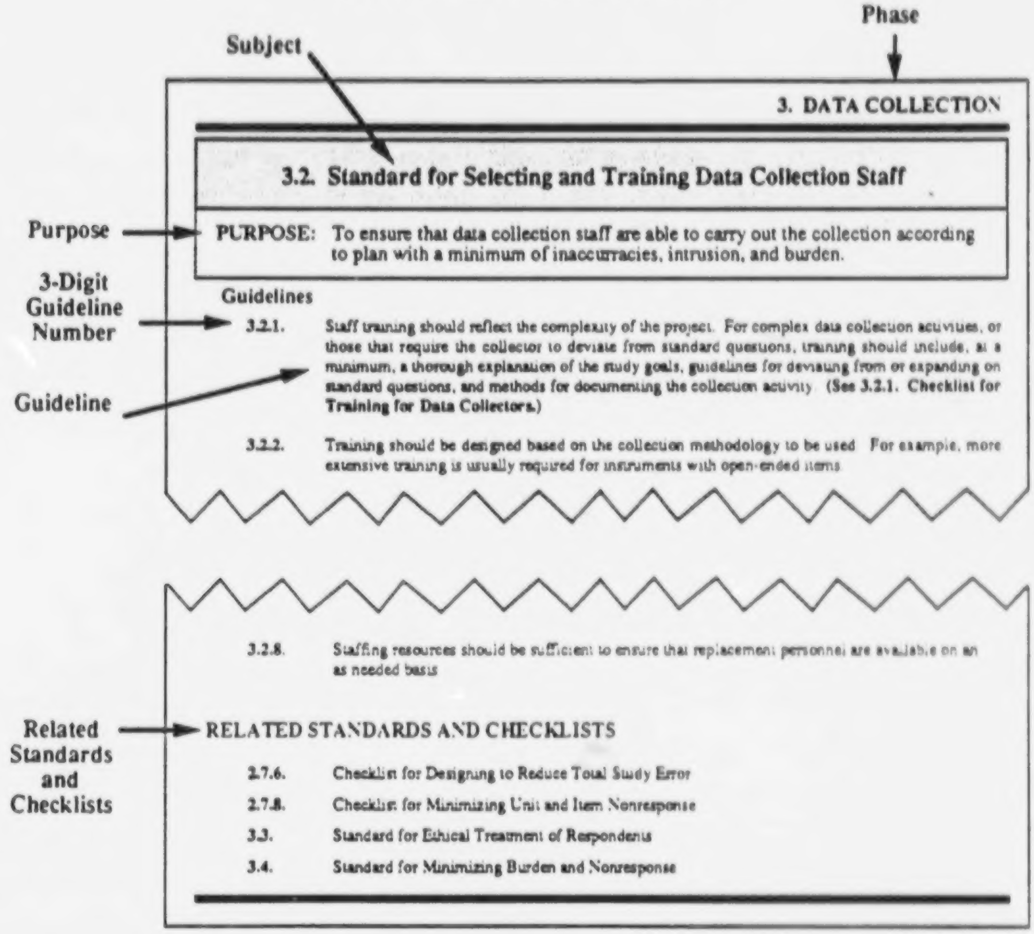
The document is composed primarily of standards for each of the major phases of data collection and reporting. Every standard contains a statement of purpose and a series of guidelines that describe the "best practice" to be followed in order to fulfill the purpose of the standard. When appropriate, related standards are cited and checklists are presented to provide additional guidance in an area addressed by one or more of the standards.

Each standard has at least four components--with two others added when applicable--arranged in the following order. (See sample standard format in Figure 1.)

- **Phase** - Identifies in which of the six phases the standard belongs.
- **Subject** - Identifies the topic of the standard. Subjects are in chronological order within phases.

Figure 1

SAMPLE STANDARD FORMAT



3. DATA COLLECTION

3.2. Standard for Selecting and Training Data Collection Staff

PURPOSE: To ensure that data collection staff are able to carry out the collection according to plan with a minimum of inaccuracies, intrusion, and burden.

Guidelines

3.2.1. Staff training should reflect the complexity of the project. For complex data collection activities, or those that require the collector to deviate from standard questions, training should include, at a minimum, a thorough explanation of the study goals, guidelines for deviating from or expanding on standard questions, and methods for documenting the collection activity (**See 3.2.1. Checklist for Training for Data Collectors.**)

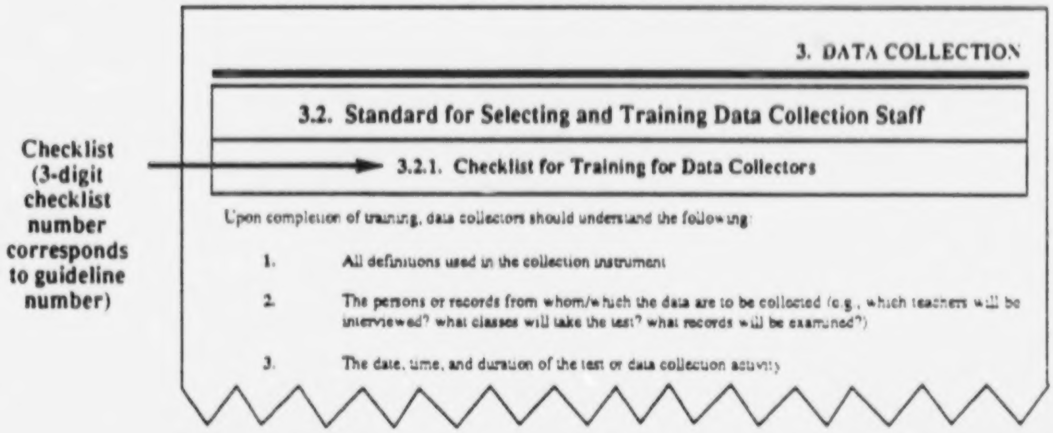
3.2.2. Training should be designed based on the collection methodology to be used For example, more extensive training is usually required for instruments with open-ended items

3.2.8. Staffing resources should be sufficient to ensure that replacement personnel are available on an as needed basis

RELATED STANDARDS AND CHECKLISTS

2.7.6. Checklist for Designing to Reduce Total Study Error
2.7.8. Checklist for Minimizing Unit and Item Nonresponse
3.3. Standard for Ethical Treatment of Respondents
3.4. Standard for Minimizing Burden and Nonresponse

SAMPLE CHECKLIST FORMAT


Checklist (3-digit checklist number corresponds to guideline number)

3. DATA COLLECTION

3.2. Standard for Selecting and Training Data Collection Staff

3.2.1. Checklist for Training for Data Collectors

Upon completion of training, data collectors should understand the following:

1. All definitions used in the collection instrument
2. The persons or records from whom/which the data are to be collected (e.g., which teachers will be interviewed? what classes will take the test? what records will be examined?)
3. The date, time, and duration of the test or data collection activity

BEST COPY AVAILABLE

- **Purpose** - Provides the objective of the standard.

- **Guidelines** - List "best practice" procedures to be followed in order to achieve the objective identified in the statement of purpose. The guidelines are chronological steps within the standard.

Some standards have one or both of the following:

- **Related Standards and Checklists** - Reference other CEDCAR standards and checklists that users may consider when applying this standard.

- **Checklists** - List procedural steps to follow to help achieve the purpose of the standard. These steps may expand upon an individual guideline, or they may further develop the entire standard.

Phases have one-digit numbers from one to six. Standards within each phase have two-digit numbers--the first identifying the phase, the second identifying its order within the phase. Guidelines have three-digit numbers--the first two identifying the phase and the standard, the third identifying its order within the standard. Checklists also have three-digit numbers that correspond to the most relevant guideline.

Explanation of Terminology

Throughout this document, specific terms are used to refer to the various participants in a data collection and reporting system. The term *data requestor* is the agency or organization that requests or sponsors the data collection and reporting effort. The *data producer* is the agency or organization that carries out the actual data collection, processing, analysis, and reporting. The term data producer encompasses all members of the project staff including *managers, data collectors, data processors, data analysts,* and *data reporters*. In some cases, the same agency or organization may be both the data requestor and data producer. But in many cases, they are different entities.

The *data provider* is the agency, organization, or individual who supplies data for the study. For example, in a national education survey, data providers might include State education agencies, local education agencies, school districts, schools, teachers, students, parents, and State and local education agency staff. In some cases, particularly in the standards for the Data Collection Phase, the term *respondent* is used when referring specifically to the individual who provides information to the data collector (e.g., the person who marks the answers on a survey instrument or who provides answers verbally to a data collector).

Data users are agencies, organizations, or individuals who use the data developed by the data producer. The term data user may refer to the data requestor--the entity that originally asked for the data--but it may also refer to other entities or individuals including other agencies, individual researchers, the media, and members of the public who may utilize the study results in some way.

Achieving "Best Practice"

The best practices included in this document were selected and refined by a group of experts in areas of collecting and reporting education data. A different group of experts may have arrived at a slightly different set of best practices. Users of this document are encouraged to contribute to the quality of the CEDCAR Standards by providing input on any practices that may have been omitted.

This document offers a systematic approach by which agencies involved in education data collection and reporting can assess the effectiveness of their efforts and move toward attainment of the best practices as articulated by the Standards. Agencies can also use the Standards to stimulate a planned program of continuous professional growth so that they may become progressively better.

The Standards are not intended to be used to measure compliance with externally imposed requirements. Therefore, it is the intent of the authors that the adoption and adaptation of the Standards be voluntary. Readers, however, are urged to consider applying these principles in a systematic way to their data collection efforts. To do so will greatly enhance the accuracy and credibility of education data.

Moderators:

RRC Representatives

ISSUES RELATED TO PERSONNEL DATA COLLECTION BASED ON DISCUSSIONS IN SMALL GROUP SESSIONS

Participants at the March meeting of State data managers were asked to take part in small group discussions of issues related to collection of new personnel-related data in accordance with new requirements imposed by the IDEA Amendments of 1990. A draft data collection form which was developed based on task force input was provided (see Figure 2), and participants were asked to meet

Figure 2

DRAFT

ALTERNATIVE TO CURRENT DATA COLLECTION

NUMBER AND TYPE OF TEACHERS EMPLOYED AND NEEDED TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN AND YOUTH WITH DISABILITIES

1992-93 SCHOOL YEAR

CURRENT FULL-TIME EQUIVALENCY DEMAND

Disability	(1)		(2)	(3)	(4)		(5)
	Employed				New Teachers or Retained Teachers		
	Fully Certified (a)	Not Fully Certified (b)	Vacant Positions	Total Demand (1) + (2)	Fully Certified (a)	Not Fully Certified (b)	Student/ Teacher Ratio
Mental Retardation (1)							
Hearing Impairments (2)							
Speech or Language Impairments (3)							
Visual Impairments (4)							
Serious Emotional Disturbance (5)							
Orthopedic Impairments (6)							
Other Health Impairments (7)							
Specific Learning Disabilities (8)							
Deaf-blindness (9)							
Multiple Disabilities (10)							
Autism (11)							
Traumatic Brain Injury (12)							
Cross-categorical (13)							
TOTAL (14) (total rows 1-13)							

Figure 2 (continued)

DRAFT

ALTERNATIVE TO CURRENT DATA COLLECTION

NUMBER AND TYPE OF OTHER PERSONNEL EMPLOYED AND NEEDED TO PROVIDE SPECIAL EDUCATION AND RELATED SERVICES FOR CHILDREN AND YOUTH WITH DISABILITIES

1992-93 SCHOOL YEAR

CURRENT FULL-TIME EQUIVALENCY DEMAND

	(1)		(2)	(3)	(4)		(5)
	Employed				New Staff or Retained Staff		
Other Special Education and Related Services Personnel	Fully Certified/ Licensed (a)	Not Fully Certified/ Licensed (b)	Vacant Positions	Total Demand (1) + (2)	Fully Certified/ Licensed (a)	Not Fully Certified/ Licensed (b)	Student/Staff Ratio
Vocational Education Teachers (1)							
Physical Education Teachers (2)							
Work-Study Coordinators (3)							
Psychologists (4)							
School Social Workers (5)							
Occupational Therapists (6)							
Audiologists (7)							
Teacher Aides (8)							
Recreation Therapists (9)							
Other Diagnostic Staff (10)							
Physical Therapists (11)							
Counselors (12)							
Supervisors/Administrators (13)							
Supervisors/Administrators (SEA) (14)							

Figure 2 (continued)

DRAFT

ALTERNATIVE TO CURRENT DATA COLLECTION (cont'd)

	(1)		(2)	(3)	(4)		(5)
	Employed				New Staff or Retained Staff		
Other Special Education and Related Services Personnel	Fully Certified/ Licensed (a)	Not Fully Certified/ Licensed (b)	Vacant Positions	Total Demand (1) + (2)	Fully Certified/ Licensed (a)	Not Fully Certified/ Licensed (b)	Student/Staff Ratio
Other Professional Staff (15)							
Non-Professional Staff (16)							
TOTAL (17) (total rows 1-16)							

with their RRC group to discuss the proposed data elements and to respond to some specific questions related to the new data collection requirements. Each group was provided with the following four questions to be used for discussion purposes:

1. Describe how and to what extent your State would be able to collect information on personnel as required by the reauthorization. In particular, please address the following data elements:
   - Number of new staff who are fully certified;
   - Number of new staff who are not fully certified;
   - Student/Teacher ratio;
   - Ratio of students to related services staff.
2. In developing a comprehensive system of personnel development, new requirements mandate that States project the number of personnel that will be needed in five years, based on projections of individuals to be served. What are the preferences of States regarding how these projections are obtained? For example, OSEP could provide a projection model to be used by States or OSEP could collect the data elements and complete the projections.
3. What techniques, strategies, forms and information management systems related to personnel supply and demand are States using that can be shared with other States?
4. What is the ability of States to collect and report data on the number of personnel who hold State licenses or certificates?

Across each of the six small groups, many similar issues were identified, as summarized below.

In general, State data managers reported that most of the data elements on the proposed form for number and type of teachers are available, but requests were made to provide explicit definitions of every element. Concern was also reported about the timing of the data collection - will it be as of December 1, or over the course of the school year? Although most States reported that most data on the form were already available, two data elements were reported to be particularly problematic -- vacant positions, and student/teacher ratio.

A number of data managers expressed concern about trying to collect data on the number of vacant positions, because it implies non-compliance in the provision of services, when in fact, services are provided in some fashion, perhaps even quite creatively. For example, if multiple teacher aides are hired to fill a vacant teacher slot, no vacancy would be reported. It would be nearly impossible to obtain vacancy data if such a solution was used.

Virtually none of the participants were willing to sanction the use of a student/teacher ratio. Several difficulties were reported with the use and reporting of this ratio. First, not all States nor all districts have explicit student/teacher ratios, particularly by disability category. Second, the student/teacher ratio may vary dramatically across districts. Third, all States do not use the same disability categories required by the State-reported data and it would be difficult to translate or distribute student-teacher ratios across categories. Finally, it would be very misleading and inaccurate for OSEP to determine a student/teacher ratio using State-reported data on personnel employed and child count.

There was widespread dissatisfaction with the use of the form for related services personnel. The data elements used for teachers do not translate well for these personnel. Many participants reported that they may not be able to obtain information on the licensure of related services personnel as such provisions are typically handled by agencies outside of the SEA. In addition, it would be difficult to report related services personnel who are not fully licensed, as provisions which exist to allow less than fully certified individuals to teach do not apparently exist for many related services personnel. Further, licensure and certification data do not make sense for paraprofessional staff (e.g., teacher aides, non-professional staff). Another area of concern was the use of a student/staff ratio, as many States and districts do not have explicit caseload requirements for related services staff, particularly by disability category.

All of the groups agreed that the projections of personnel demand should be completed by OSEP using a model developed and specified by OSEP; States could be asked to verify the reasonableness of the data. It was also suggested that explicit information on the origin of the data should be provided for any numbers reported on the projections of State personnel need generated by using the OSEP model. A few of the participants reported that models or strategies were currently being used in their State to project personnel supply and/or demand.

Following the small group discussions, issues were summarized by each RRC representative. It was also reported that a summary of major issues will be provided to Lou Danielson and that a Personnel Task Force meeting will probably be held shortly to decide on the final procedures to be undertaken to meet the new data requirements.

Tuesday, March 26, 1991

Presenter:

Marsha Brauen
Project Director
Westat, Inc.
1650 Research Boulevard
Rockville, MD 20850-3129
301-738-3668

WESTAT TECHNICAL ASSISTANCE ACTIVITIES

Westat carries out numerous technical assistance activities for the States and Office of Special Education Programs (OSEP) under its current contract with OSEP. Westat's experienced staff includes:

NAME	TITLE	NUMBER
Marsha Brauen	Project Director	(301) 738-3668
Richard Sawyer	Senior Research Associate	(301) 738-3642
Elaine Carlson	Research Analyst	(301) 251-4277
Fran O'Reilly	Research Analyst	(301) 251-4314
Anne Elmlinger	Data Base Specialist	(301) 738-3658
Robert Schrack	Senior Programmer	(301) 738-3635
Nancy Beller-Simms	Consultant	(301) 770-5787
Ruben Rodarte	Assistant Analyst	(301) 738-3656
John Quinn	Programmer	(301) 738-3665

PURPOSES

There are three purposes of the Westat technical assistance activities. First, these activities should facilitate information exchanges among Federal, State, and local special educators concerning common concerns and goals. Second, Westat's goal is to assist States to build the capacity to collect valid and reliable data. Third, Westat's intent is to assist States in performing evaluations of the impact and effectiveness of services provided under IDEA.

TA ACTIVITIES

Westat's technical assistance activities include:

- Data Managers' Meeting;
- Data Advisory Group;
- Studies of Data Accuracy;
- State Data Analysis Grants;
- State Profiles of Special Education;
- Task Forces;
- State Information Data Analysis Requests;
- Data Dictionary;
- Data Transmission System (DTS); and
- Data Verification.

DATA MEETING

Over the years since the 1983 amendments to EHA, now IDEA, which added substantially to the amount of data collected annually from the States as well as adding new programs, OSEP has involved State and local education officials directly to clarify issues related to the Congressional data mandates. In 1984, OSEP convened a Work Group on the Implementation of the 1983 Amendments including State and local special educators, EIAC members, and advocacy groups. Changes were made to the data collection forms for the following year and further changes were proposed for future years. This meeting began a dialogue between OSEP and State and local directors of special education on data issues which continues with these meetings.

Westat convenes an annual meeting of State special education data managers with one individual per State funded by OSEP; this is the fifth annual meeting. The purpose of these meetings is to provide for information exchanges and technical assistance to State representatives to improve the comparability, quality, and accuracy of the annual State-reported data. The meeting provides the opportunity for SEA staff to learn how their fellow States are using the data collected as well as the technological applications employed to collect and report the data. Also included are orientation sessions for new data managers. This meeting provides the opportunity for the discussion of new data reporting requirements and for the dissemination of findings from the special studies being conducted by OSEP, such as the National Longitudinal Transition Study.

DATA ADVISORY GROUP

A smaller group of special education data managers assists Westat in defining its data-related tasks each year. A data advisory group meets in the fall of each year to assist Westat in planning its tasks. Members annually include EIAC subcommittee and State special education data managers. Recently, Westat has begun to include staff from NCES and the Council of Chief State School Officers in an effort to promote uniform data collection requirements across education agencies. This group assists in the planning of this annual meeting. It also discusses means of improving the accuracy of the data.

STUDIES OF DATA ACCURACY

Westat is also completing studies of the data currently being collected to improve the validity, reliability, and comparability of the data. Westat is examining how differences in State reporting procedures affect the data being collected. These studies are being done through interviews with State and local special education data managers. In particular, staff are examining differences in the definitions used by the States to report the data, students or personnel included or excluded from the counts, etc. Last year a study was begun of the exiting data. This year Westat is continuing the study of exiting data. As a result of these studies, individual technical assistance is provided to the States, and changes are proposed in OSEP definitions or data collection formats.

DATA ANALYSIS GRANTS

This year for the second time small awards were made to States to undertake analyses of the annual State reported data. States apply to produce analyses which may be used by the States to answer various policy questions at the State and school district-levels. This also permits States to note where given districts may be having problems in reporting the data. States are sharing their findings at this meeting in the concurrent sessions this afternoon. In addition, States are distributing their findings to their districts. Westat will be making a limited number of awards again next year; over the next couple of months Westat will distribute a letter to States concerning applications for these awards. Because of contract limitations, these must be given to individuals as consultants, not to State agencies. If this is a problem for your State, you may apply under the State Agency/Federal Evaluation Studies Program discussed below.

STATE PROFILES

This year Westat produced the State profiles of placement information; these are a series of tables and graphs showing each State's placement data over time. They are an attempt to give back to the States data that has been reported to OSEP over the years. These are done based on the assumption that it is often difficult for States to produce longitudinal analyses. Westat hopes to do more of these over the next year. In conjunction with the profiles, Westat staff have developed a history of the OSEP data collection; it provides a complete data collection history since 1976 for each type of data collected by OSEP and currently maintained in the DANS data base.

TASK FORCES

Over the last year Westat has convened a personnel and an exiting task force for OSEP. These groups have been convened to provide input from State data managers, State directors of special education, researchers, and advocates on issues related to the State reported data.

STATE INFORMATION REQUESTS

Westat regularly provides data to States and other agencies which request it. For example, Westat provided the counts of students served by disability for all States to one State which wanted to compare its proportion of students served to that of other States. Some States have asked us for data over time. We provide these data on diskette or on paper depending on the request. To keep costs down, we do not distribute similar data to all States.

THE DATA DICTIONARY

The OSEP data dictionary was developed over the last couple of years to provide definitions for the terms used on the OSEP data collection forms. The definitions come from the law, regulations, and administrative decisions. The terms are presented in alphabetical order, and cross-referenced to the table (or tables) in which the term is found. When definitions contain other terms that are included in the dictionary, these terms are italicized. Special indices are provided that list the terms found in each table and on more than one table.

The purpose of the dictionary is to enhance the comparability of the data OSEP is mandated to collect. Westat is undertaking a new pilot study which may also enhance data comparability, the personnel mapping project which will examine State definitions of key data elements.

THE DATA TRANSMISSION SYSTEM (DTS)

The data transmission system is a floppy disk system which States may use to report their data to OSEP. It performs a limited number of data validity checks on data as they are entered, identifying clerical errors at the earliest stage of the process when it is easiest to correct them. The software also alerts States to possible problems with the integrity of the data. These error-flagging features have significantly reduced the number of follow-up contacts with the States after the data reaches Washington. DTS also allows States with computerized information systems to read their data directly into OSEP's floppy disks without rekeying. DTS works with all IBM-compatible systems. About two-thirds of the States have used the diskettes to report some data over the last two years.

DATA VERIFICATION

This will be discussed by Nancy Beller-Simms at the conclusion of this presentation.

STATE/FEDERAL EVALUATION STUDIES PROGRAM

All of the above activities have been related to the OSEP annual State-reported data, but Westat, under its technical assistance contract with OSEP also provides assistance to States participating in the State Agency/Federal Evaluation Studies Program. Westat's role is to assist the States in carrying out their studies through review of deliverables, providing statistical support, and the like. Westat also holds institutes twice a year for the purpose of bringing participants together to discuss their research problems, solutions, and findings.

Presenter:

Nancy Beller-Simms
Consultant
Westat, Inc.
1650 Research Boulevard
Rockville, MD 20850-3129
301-770-5787

FEDERAL VERIFICATION PROCEDURES

Westat (formerly Decision Resources Corporation) and the Office of Special Education Programs (OSEP) have worked together for over a decade to process the annual State-reported data, perform analyses of these data, and maintain the OSEP data analysis system (DANS). Over the years, Westat staff have enhanced the DANS system to reflect changes in reporting requirements and available technology.

In 1988, staff developed the Data Transmission System (DTS) to streamline the process by which the OSEP annual State-reported data are collected. It allows States to enter most of the data required by IDEA on a set of diskettes, according to standardized formats which appear on the computer screen. The program operates on an IBM-compatible personal computer. The input program is convenient to use, requires little effort to learn, and automatically checks specified totals while the data are being entered.

The data verification processes for data received by diskette and by paper are parallel. The remainder of this paper is a discussion of what happens to the annual State data reports after they leave the States.

Data Validation Processes

OSEP and Westat staff have worked jointly to create a rigorous validation process to ensure integrity for the annual State data. All data pass through six processing and verification tasks before they are finalized and used to produce analyses for the annual reports to Congress.

1. OSEP Logging and Checking. Before the annual State-reported data are sent to Westat for processing, some preliminary steps are taken by OSEP staff. The data are logged in and checked for completeness of form, i.e., signatures, certifications, and addresses. If any problems arise, OSEP staff may make telephone calls to the States for clarification. The data are then forwarded to Westat.

2. Logging of Data. In addition to the logging of data performed by OSEP, Westat maintains an on-line data base log. Westat staff keep a record in this log, of receipt of both initial data forms and revised forms, as well as results of telephone conversations, FAX, and SpecialNet messages to and from the States. The log provides information for the data notes (which explain anomalies in the data) and accompanying data analyses in each annual report to Congress.

3. Manual Data Checks. For data that have been submitted on paper, Westat data base specialists make the following five checks:

- They make sure the correct data have been provided as the forms have changed several times over the last few years. A check is also made to confirm that the proper year's data have been sent.

- They check to make sure forms are complete, verifying, for example, that all pages have been photocopied properly, that row and column totals are provided, and that all data requirements such as disabilities and environments, are completed.

- Empty cells on the data forms are examined to ascertain if they should be zeros or if they are missing data. Some States do not use the multihandicapped condition, for instance, and the cell may have been left blank. Such a finding would be noted in the data notes for the annual report to Congress.

- The format of tables is examined for alterations. Staff at the State level sometimes add or delete disability conditions or personnel categories without realizing that data cannot be entered into DANS in the altered format.

- The data are reviewed for anomalies. Data base specialists examine the figures to see whether they are unusually high or low. Westat occasionally receives data from a State that constitutes data for only one LEA in that State. Data have also been received where a State staff member has inadvertently mixed up rows or columns; a single digit count of learning disabled children or a large count of deaf-blind children, for example, would alert the data base specialists to this problem.

Based on what is found, notes are added to the coding log. The State is contacted by FAX, telephone, or SpecialNet for clarification if correct data were not received, forms were incomplete, obvious mathematical errors are evident, or if row and column totals are otherwise unusually affected.

For data that have been submitted on the DTS diskettes, Westat staff perform two steps. First, each diskette receives a log sticker including the State name, the date Westat received the diskette, and the date Westat updates the data on the diskette. Second, the data files are inspected on the microcomputer using a program editor to make certain that the data were properly entered by the States.

4. Data Preparation. For data that have been submitted on paper only, Westat staff must wait for explanations from the States for any discrepancies noted in Step 3. Once these have been resolved, the data are coded by Westat staff and sent to the Federal government's computer facility for keying. Data are keyed onto a floppy diskette in a format that is compatible with the DTS diskettes and returned to Westat.

These data are then imported into the Data Transmission System. As the data base specialist pages through the diskette, descriptive information is added to each record, and row and column totals are computed. If there are any errors, the data base specialist first checks to see if they are keying errors. If the error was not a keying error, the State is called to validate the data. Once the data are error-free, the data base specialist creates an ASCII file that will be used as input to the DANS data base.

5. Additional Checks. All diskettes are put through a further series of checks. These 'Single Element Data Validity Checks' consist of additional row and column checks, checks for duplicate disability codes, incorrect year codes, invalid State codes, non-numeric data in numeric fields, and zeros vs. the letter 'O'. Form specific checks are also made, for example, for negative numbers on the child count forms.

Other checks may be made. For example, combined child count (IDEA + Chapter 1) may be compared with placement data.

If the data are clean, the data base specialist using an update program, checks whether data have already been received from a State. If data have already been received, the old data are deleted from the file and are replaced with the new data.

6. Year-to-Year Comparisons. OSEP has used, over the past few years, year-to-year comparisons as a validity check on the annual State-reported data. These comparisons have three purposes:

- They provide additional checks on the data preparation process. If, for example, the current year's IDEA child count data are much higher than the previous year's, it could indicate that a State's data have been miskeyed. On the other hand, if the current year's Chapter 1 of ESEA (SOP) child count figures are sharply lower, as an example, it could indicate that some Chapter 1 facilities' data have not been received from a State or from OSEP.

- They provide checks on possible data aggregation problems at the State level similar to those already noted. For example, if one year's count is much higher, LEA data may have been entered twice. If the count is markedly lower, it could be a sign that some data are missing.

- The comparisons permit an initial evaluation regarding whether the variation from one year to the next is reasonable or logical. For example, we assume that it would be unreasonable to expect a State's child count to increase dramatically in one year unless a major "shock" to the system occurred such as the creation of new programs, changes in eligibility criteria, or significant new financial incentives or difficulties. These major changes can only be identified when Westat questions large variations in the numbers of children served. Explanations received from the States are included in the appropriate chapters of the annual reports and in the data notes that accompany the tables in the appendices.

OSEP has set specific guidelines for 'significant' annual change by data type (see Appendix F). Criteria for determining significant year to year changes are based on both change in number and percent. Individual guidelines have been determined by data type; i.e., the number and percent change criteria vary across data elements. These changes were determined in conjunction with Westat's expertise, as a range of change observed across the States throughout the years. These guidelines were also determined by OSEP's and Westat's capacity to question the States about specific data problems, and the States' capacities to respond.

Under Westat's recently revised data checking procedures, Westat programmers, after running year-to-year analyses, produce individual State reports of the data reported by each State. Data that have been determined to have "significantly changed" from one year to the next are starred. Each State will receive copies of their individual reports either by mail, FAX, or SpecialNet. States will be asked to explain, to the extent possible, the starred data items on their reports. Once explanations or changes are received, Westat will revise the data according to State specifications, write the data notes for each type of data, and generate the analyses for the annual reports to Congress.

In conclusion, the Federal data processing and verification procedures have been instituted to ensure that the DANS data base contains the most accurate data possible. These procedures prevent coding and keying errors from confounding the data and eliminate inadvertent errors in State-reported data. Westat staff continue to work with OSEP to ensure reliable and valid data. OSEP welcomes State input and suggestions as to how to refine these procedures.

SESSION III

Presenter:

Judy Schrag
Director, OSEP
Switzer Building
3rd and C Streets, S.W.
Washington, D.C. 20202
202-732-1106

THE OSEP VISION FOR CHILDREN WITH DISABILITIES

OSEP's mission is to support and enable the nation's efforts to provide the educational experiences necessary for children with disabilities to achieve better results.

OSEP has four primary strategic targets: 1) to provide and maintain an adequate number of qualified personnel; 2) to develop the capacity to ready systems to meet the needs of changing populations; 3) to secure and expand access and inclusion for children with disabilities; and 4) to identify measures and improve the outcomes for individuals with disabilities.

OSEP uses Formula nd Discretionary Programs to achieve these targets. The Formula Programs include: Handicapped State Grant Program; Preschool Grant Program, Education of Handicapped Children in State Operated or Supported Schools;a nd Early Intervention Program for Infants and Toddlers with Handicaps. The Discretionary Programs include: Services for Deaf-Blind Children and Youth; Severely Handicapped; Early Childhood Education; Secondary Education and Transitional Services; Postsecondary Education Program; Innovation and Development; Media Services and Captioned Films; Technology, Educational Media, and Materials; Special Studies; Special Education Personnel Development; Clearinghouses for the Handicapped; Regional Resource Centers; and Programs for Children with Serious Emotional Disturbance.

The challenge of the 1990s is a balance between Free Appropriate Public Education and Full Educational Opportunity Goal (see Figure 3). The aim is to have better results for persons with disabilities. System indicators include: course failures; dropouts; arrests; course participation; integration; and employment. Systems Improvements would include: expanded program linkages; intensity of services; counseling; self-determination; and continuum of services (which is fluid and flexible; coordinated; available; and stresses continuity). The results would encompass improved: academic skills, literacy, vocational skills, environmental interface and acceptance, social relationships, employability, and independence.

The outcome is for persons with disabilities to have choices and a quality of life. This is accomplished by having literate, well adjusted and productive lives (see Figure 4).

Following is a listing of strategic targets (Special Education Challenges during the 1990's, Selected Provisions - Individuals with Disabilities Education Act).

Figure 3

CHALLENGE OF THE 1990s

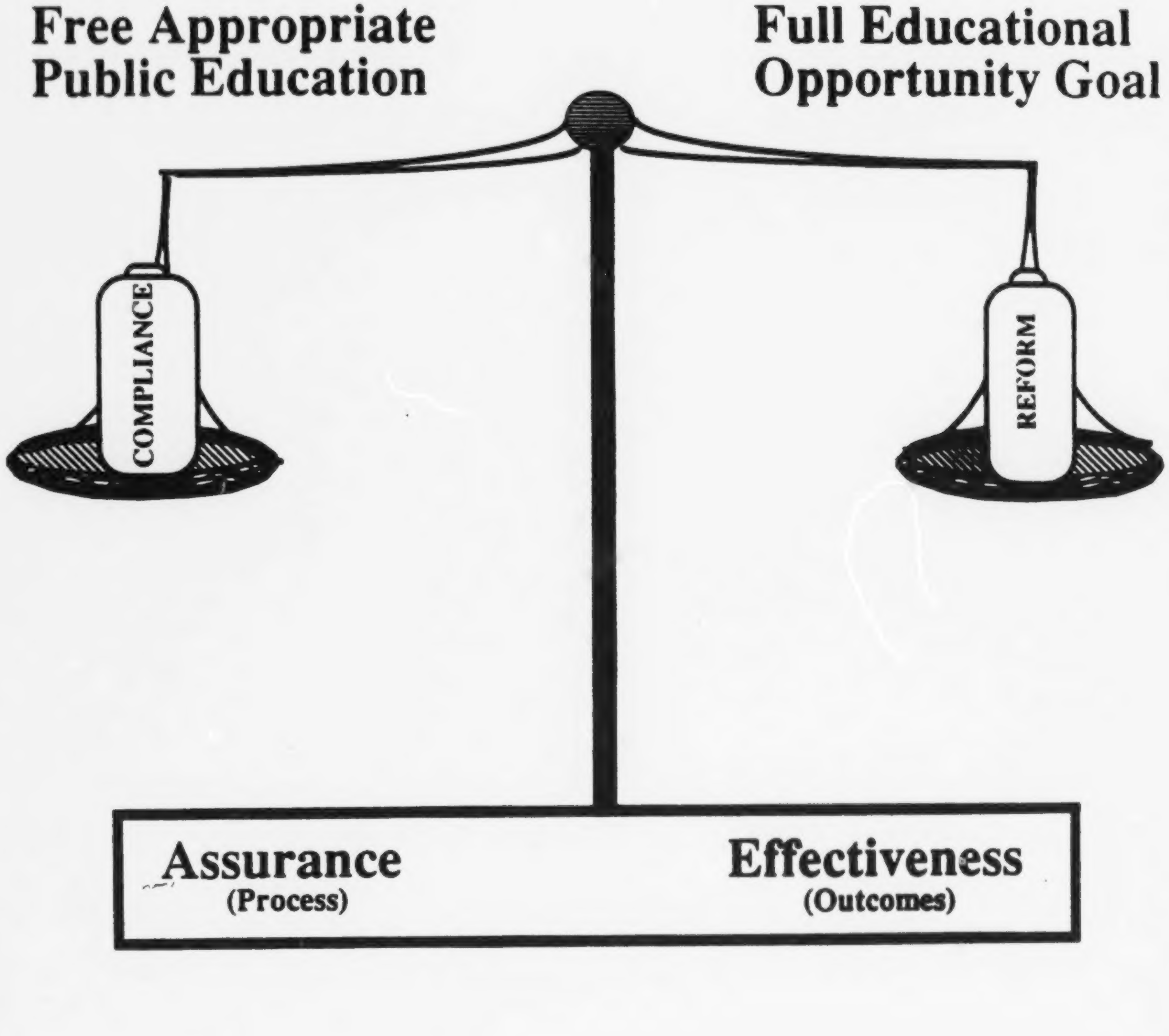
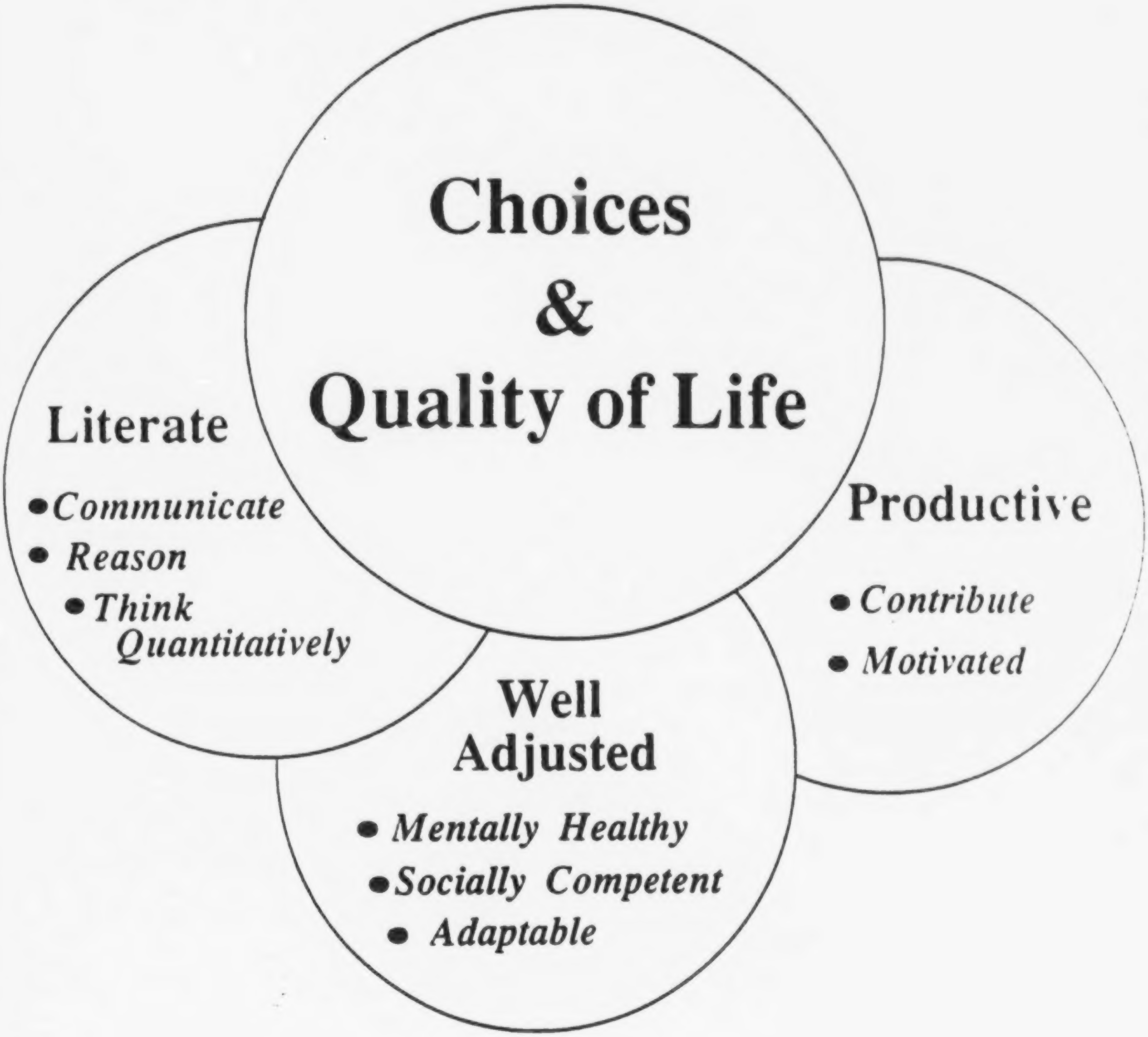

Free Appropriate
Public Education
Full Educational
Opportunity Goal
COMPLIANCE
REFORM
Assurance
(Process)
Effectiveness
(Outcomes)

Figure 4

Outcome Framework


Choices
&
Quality of Life
Literate
•Communicate
• Reason
•Think Quantitatively
Productive
• Contribute
• Motivated
Well Adjusted
• Mentally Healthy
•Socially Competent
• Adaptable

STRATEGIC TARGETS - SPECIAL EDUCATION CHALLENGES DURING THE 1990'S SELECTED PROVISIONS - INDIVIDUALS WITH DISABILITIES EDUCATION ACT

1. TO PROVIDE AND MAINTAIN AN ADEQUATE NUMBER OF QUALIFIED PERSONNEL.

    - Adds significant changes to the State Plans regarding a comprehensive system of personnel development.
    - Includes a description of the activities a State will undertake to ensure an adequate supply of qualified personnel.
    - Requires the States to develop and maintain a system for determining, on an annual basis, the institutions of higher education that are preparing personnel, by area of specialization.
    - Requires the States to address the current and projected personnel needs and coordinate efforts among State and local agencies as well as institutions of higher education.
    - Requires the State to include a description of the procedures and activities the State will undertake to ensure that all personnel are appropriately and adequately prepared, including a system for the continuing education of regular and special education and related services personnel.
    - Authorizes the Secretary to provide technical assistance to the States in the development and maintenance of their CSPD.
    - Requires the Secretary to make grants to historically Black colleges and universities and other institutions of higher education whose minority student enrollment is at least 25 percent.
    - Includes a component within preservice and inservice training that addresses the coordination among all service providers, including regular educators.

2. TO DEVELOP THE CAPACITY TO READY SYSTEMS TO MEET THE NEEDS OF A CHANGING POPULATION.

    - Adds autism and traumatic brain injury to the definitions.

- Establishes a new discretionary program for students with serious emotional disturbance in recognition of younger and more involved children with emotional and mental health concerns.

- Continues support for preschool as well as infant and toddler programs.

- Establishes a national goal to effectively serve minority children.

- Adds therapeutic recreation, social work, and rehabilitation counseling to the definition of related services.

- Adds language that the Secretary must require applicants for Parts C through G to demonstrate how they will address the needs of infants and toddlers and youth with disabilities from minority backgrounds.

- Requires the Secretary to expend 1 percent of the funds appropriated for fiscal years 1991 through 1994 in carrying out Parts C through G.

- Requires the Secretary to publish a notice of inquiry regarding ADD and to transmit public comments received to Congress.

- Adds a new requirement directing the Secretary to establish priorities for the recruitment and preparation of individuals from the diversity of racial, ethnic, and linguistic backgrounds as well as individuals with disabilities for careers in special education, related services, and early intervention, including special education leadership.

- Adds personnel in the provision of special education to children of limited-English proficiency as a category of personnel need.

- After the establishment in each State of experimental parent training and information centers, the Secretary shall provide for the establishment of 3 such centers to serve large numbers of parents located in high density areas that do not have such centers and 2 such centers to serve large numbers of parents of children with disabilities in rural areas. Emphasis is also added on centers which serve parents of minority children.

3. TO SECURE AND EXPAND ACCESS AND INCLUSION FOR CHILDREN WITH DISABILITIES.

- Adds and defines assistive technology devices as a related service.

- Includes $1 million within the FY 91 budget for education interpreter training programs.

- Expands recreation to include therapeutic recreation.

- Adds emphasis on educational media to help eliminate illiteracy among individuals with disabilities.

- Adds descriptive video as a priority.

- Authorizes the Secretary to make grants, contracts or cooperative agreements for the establishment of school-based models that provide the services of an ombudsman to assist in resolving problems that are barriers to providing appropriate special education and related services.

- Authorizes the Secretary to make grants, contracts or cooperative agreements regarding the development and operation of extended school year demonstration programs for students who are severely handicapped.

- Requires the Secretary to include a priority for programs that increase the likelihood that children who are severely handicapped will be educated with their non-disabled peers.

4. TO IDENTIFY MEASURES AND IMPROVE OUTCOMES FOR INDIVIDUALS WITH DISABILITIES.

- Adds a definition of transition services and a requirement for inclusion of transition in each child's IEP no later than age 16 and annually thereafter.

- Requires the Secretary to develop effective procedures for acquiring and disseminating information derived from programs and projects funded under Parts C through G and special studies.

- Adds a number of studies and investigations to gather information necessary for program and system improvements.

- Stipulates that the Secretary shall develop and implement a process for the on-going identification of national program information needs necessary for improving the management, administration, delivery and effectiveness of programs and services provided under this Act.

- Requires a number of studies which relate to improving the outcomes of special education.

- Authorizes the Secretary to enter into grants, contracts or cooperative agreements for the purpose of synthesizing the knowledge developed and to organize, integrate and present such knowledge to parents, professionals and others.

- Places emphasis on the use of existing networks and on statewide projects in conjunction with the State's plan under Part B to improve the quality of special education and related services to children and youth with severe disabilities and to change the delivery of those services from segregated to integrated environments.

- Adds a new program which provides for one-time 5-year grants on a competitive basis to States in which the State vocational rehabilitation agency and State education agency submit a joint application to develop, implement and improve systems to provide transition services for youth with disabilities from age 14 through the age they exit school. Such projects shall include relationships between education personnel both in LEAs and in postsecondary training programs; relevant State agencies; the private sector, especially employers, rehabilitation personnel, local, and State employment agencies, local Private Industry Councils authorized by the JTPA; and families of students with disabilities and their advocates.

- Stipulates that the Secretary shall fund one or more demonstration models designed to establish appropriate methods to provide assistive technology devices and services to secondary school students as they transition to vocational rehabilitation, employment, postsecondary education or adult services.

- Authorizes the Secretary to award one five-year cooperative agreement through a separate competition to an institution of higher education, or nonprofit public or private organization for the purpose of evaluating and documenting the approaches and outcomes of demonstration models.

- Authorizes the Secretary to make grants, contracts, or cooperative agreements to establish projects for the purpose of improving special education and related services to children and youth with serious emotional disturbance.

- Authorizes the Secretary to make grants, contracts or cooperative agreements for the purpose of supporting innovation, development, exchange and use of advancements in knowledge and practice designed to contribute to the improvement of instruction and learning.

Presenter:

Elaine Carlson
Research Analyst
Westat, Inc.
1650 Research Boulevard
Rockville, MD 20850-3129
301-251-1500

WESTAT/NASDSE STUDY OF EXITING DATA

The OSEP State-reported exiting data are the only annual source of information on high school completion for students with disabilities. In recent months, policy makers have reaffirmed the importance of completion rates as an indicator of educational progress, bringing increased attention to the OSEP exiting data and raising concerns about data quality.

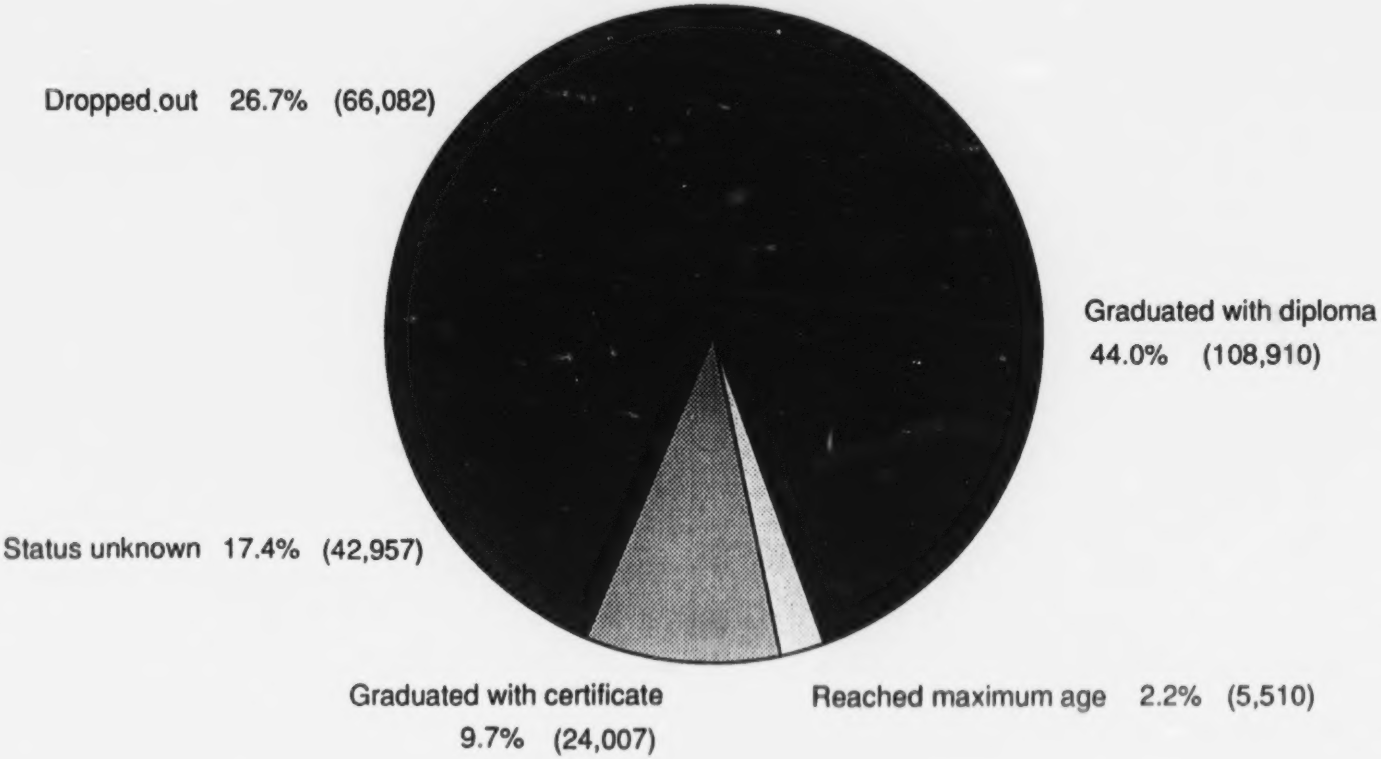
Specifically, two issues were of particular concern: the large percentage of students exiting through status unknown and State-to-State variability in exiting reports. As shown in Figure 5, in 1988-89, 17 percent of exiting students were reported in the status unknown exit category. The large percentage of students exiting through status unknown raises questions about the validity of the exiting data. In terms of State-to-State variability, as shown in Table 1, the percentage of students with disabilities exiting with a standard diploma ranges from 12 percent in one State to 87 percent in another.

This study was designed to identify causes for State-to-State variation in exiting reports and examine more closely the students exiting with status unknown. NASDSE conducted a mail survey requesting information from State directors of special education on policies and procedures that might impact on the exiting status of students with disabilities. All 50 States and DC responded to the survey.

We discovered several factors that seemed to impact on the percentage of students with disabilities exiting through each basis. The study found that States with minimum competency test requirements have a lower percentage of students with disabilities exiting with a diploma (39.2 percent) than States without minimum competency testing (47.1 percent). This was also true for non-disabled students. States with minimum competency testing had a slightly larger percentage of students graduating with a certificate of completion than States without the tests. These certificates

Figure 5

Basis of Exit For Students with Disabilities: 1988-89



Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System.

Table 1

Range of State Percentages of Students with Disabilities Exiting the Educational System by Basis of Exit: 1988-89

Basis of Exit	Minimum	Maximum	Median
Graduation with diploma	12.13	87.18	46.49
Graduation with certificate	0.00	57.75	7.93
Reached maximum age	0.28	6.54	1.80
Dropped out	0.81	48.18	25.81
Other/unknown	0.00	56.87	11.22

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS).

may be awarded to students who meet credit requirements for graduation but do not pass the minimum competency test.

According to OSEP reporting instructions, the count of dropouts should include only those students who have formally withdrawn. The dropout data are complicated by the fact that 23 of the States claim to include some students who did not officially withdraw in their counts of dropouts. As a group, these States report 4 percent more dropouts (30 percent) than States counting only formal withdrawals (26 percent).

The status unknown category should include students who moved and were not known to be continuing their education, students who died, students who exited for other or unknown reasons, and students who stopped attending school but did not officially withdraw. The State with the largest number and percentage of students exiting with status unknown is California: 14,182 students or 58.9 percent of the State's total exiters were included in this category. In fact as shown in Figure 6, California accounts for 33 percent of the nation's status unknown exiters; Pennsylvania accounts for 15 percent; Illinois--10 percent, and Michigan--6 percent. When the percentage of the nation's exiters leaving through status unknown is recalculated, excluding those 4 States, the figure drops from 17 percent to 8 percent.

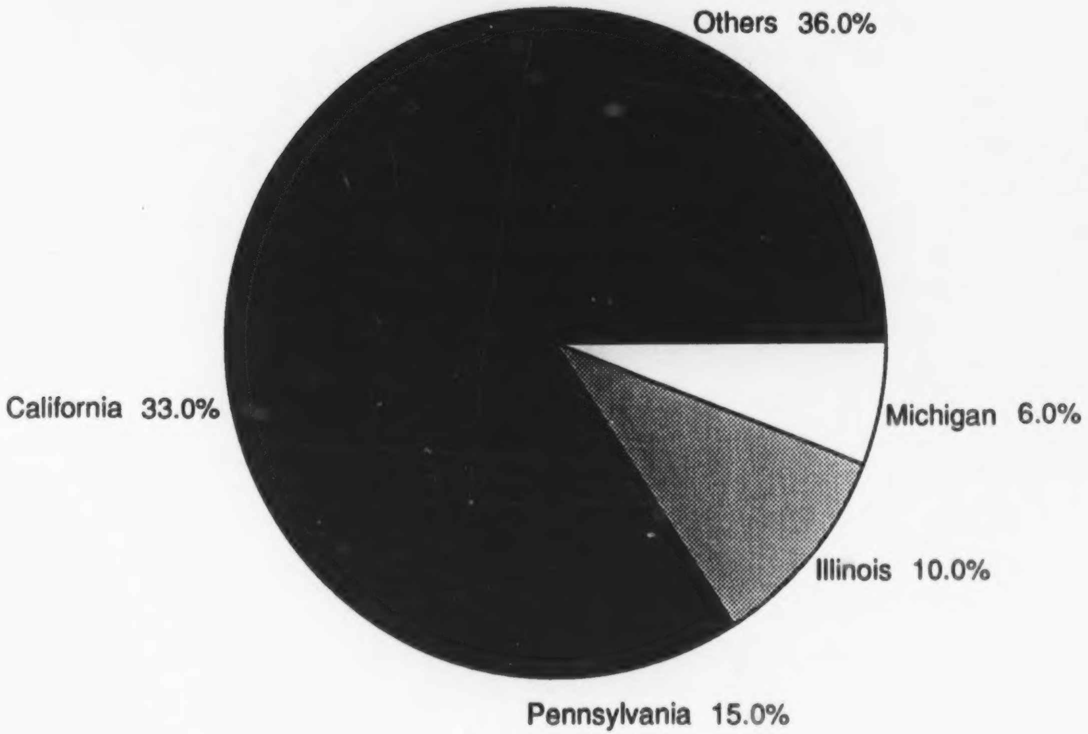
We tried to uncover reasons for the high number of status unknown exiters in these States. The common denominator appears to be the inclusion of students who returned to regular education in counts of exiters. Three of the four State data managers acknowledged inclusion of students who returned to regular education in their counts.

In a recent study of exiters in two large California districts, researchers found that the vast majority of students with disabilities reported as exiting with status unknown never really exited the educational system at all. Rather, 60 of 64 such students were still enrolled in the district (MacMillan, 1990).

Additional evidence to support the theory that students who returned to regular education are included in the status unknown exit category comes from the National Longitudinal Transition Study (NLTS) and OSEP data on the specific disabilities of students exiting with status unknown. The OSEP data indicate that students with speech impairments are almost twice as likely as students with any other disability to exit through the status unknown category. Forty-three percent of speech impaired students exiting the system did so with status unknown. Furthermore, the NLTS found that 17 percent of students with speech impairments age 12-21 were declassified and returned to regular

Figure 6

Percentage of the Nation's Status-Unknown Exiters by State: 1988-89



Source: U.S. Department of Education, Office of
Special Education Programs, Data Analysis System

education each year compared to only 5 percent of all students with disabilities. These data together suggest that perhaps students with speech impairments are being declassified and reported as status unknown exiters, when in fact they have not exited the educational system, but have exited special education.

The fact that some States collect data on students exiting special education rather than exiting the entire educational system is central to the reporting problems described. When States try to compile locally submitted data that include elements such as returned to regular education, they may erroneously place these students in the status unknown category. Some States have developed complex crosswalks to convert State data into Federal reporting categories. Others may be unable or unwilling to do so, leading to inaccuracy in Federal reporting.

Certain policies and practices, namely minimum competency test requirements and inclusion of students who have not officially withdrawn in counts of dropouts, appear to influence reports of the number and percentage of students with disabilities exiting through each basis. In addition, it appears that a sizeable proportion of the students reported as exiting through status unknown actually returned to regular education. The belief that the majority of students in the status unknown category were dropouts must be reconsidered based on these results.

To get an idea of what the national picture would look like adjusting for the problems we discussed with the status unknown category, Westat projected the percentage of exiters by basis assuming that California (33 percent), Michigan (24 percent), Illinois (27 percent), and Pennsylvania (37 percent) had 10 percent of their exiters in status unknown and that the remainder should not have been reported as exiters. The process calls for removing over 23,000 students from the numerator, status unknown exiters, and the denominator, total exiters. We believe that, these figures more accurately reflect the true exit status of students with disabilities: Diploma--48.6%, Certificate--10.7%, Aged Out--2.4%, Dropped Out--29.5%, Status Unknown--8.8 percent.

Without national graduation requirements, factors such as minimum competency testing will continue to impact on State reports of exiters. This reflects real variation in exiting status. However, issues such as counts of dropouts and reports of students who returned to regular education in the status unknown category are data reporting issues; State and Federal data collection procedures can be revised in order to make data more comparable.

Presenter:

Lou Danielson
Branch Chief, Special Studies
Switzer Building
3rd and C Streets, S.W.
Washington, D.C. 20202
202-732-1119

and

Nancy Thabet
Director, Office of Special Education
Capitol Complex
Building 6, Room B-304
Charleston, WV 25305
304-348-2696

EXITING TASK FORCE UPDATE AND RECOMMENDATIONS FOR REVISED DATA COLLECTION

In light of developments in regular education including the NCES field test of a new dropout statistic, and concerns about the quality of the OSEP State reported exiting data, OSEP convened a task force to discuss issues of data quality and comparability, and to make recommendations for data improvement. The task force is composed of State directors of special education, university researchers, and representatives of the U.S. Bureau of the Census, NCES, the Council of Chief State School Officers, the National Association of State Directors of Special Education, and OSEP.

The recommendations of the task force were as follows:

1. Add a count for students who died.

2. Alter the definition of a dropout to include students who were enrolled on December 1 of the previous year, are not currently enrolled, and did not exit through any of the other defined bases.

3. Add a count of students who returned to regular education.

4. Alter the definition of graduation with a certificate to include students who received a GED through a secondary school program.

5A. Replace the status unknown category with a new category called moved, not known to be continuing.

OR

5B. Eliminate the category previously called status unknown.

6. Use the December 1 child count from the previous year as the denominator in computing rates.

7. Change the time period covered by the data collection from September - June, to December 1 - November 30.

The proposed definitions for each of the bases of exit are described below.

Returned to Regular Education

Total who returned to the regular education program either because they were:

- declassified,
- found ineligible for special education,
- were withdrawn from special education at a parent's request, or
- were returned to regular education for some other reason.

Graduated with a Diploma

Total who exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible.

Graduated with a Certificate

Total who exited an educational program through receipt of a certificate of completion, modified diploma, fulfillment of an IEP, or some similar mechanism. Also includes students who received a GED through a program administered by the school district (Do not include students who received a GED through an adult education program or students who returned to regular education after completing an IEP).

Reached the Maximum Age

Total who exited special education as a consequence of reaching the maximum age for receipt of special education services--students with disabilities who reached the maximum age and did not receive a diploma/certificate of completion.

Deceased

Total who died.

Moved, Not Known to be Continuing

Total who moved out of the catchment area and are not known to be continuing in another educational program. Do not include in these counts students who moved and were known to be continuing their education in another catchment area.

Dropped Out

Total who were enrolled on December 1 of 1992, were not enrolled on December 1, 1993, and did not exit through any of the other bases described.

In addition to requesting the input of the State special education data managers during this meeting, the task force recommendations will also be presented to the State directors of special education at a meeting in April, 1991. In addition, in order to examine issues of implementation in adopting these recommendations, Westat will be conducting site visits to a sample of SEAs, LEAs, and schools. The visits will be designed to identify factors that may impede or facilitate implementation of the proposed changes.

Moderators:

Small Group Leaders

DISCUSSIONS ON EXITING ISSUES

States met in small groups to discuss the recommendations of the OSEP exiting task force and reported input back to the large group. Many of the small groups had similar concerns with the recommendations. The recommendations are listed below and responses are noted in reference to each recommendation.

1. Add a count of students who died

Many of the States said that they already collect a count of student deaths. Some felt the number was so small, it was unworthy of data collection. One individual felt that if data on student deaths were collected, the total should be removed from the numerator and the denominator before computing dropout and completion rates.

2. Alter the definition of a dropout to include students who were enrolled on December 1 on the previous year, are not currently enrolled, and did not exit through any of the other defined bases.

Some State data managers felt that this definition would inflate the dropout count. One data manager suggested that we allow States to define a dropout in their own way, since many States already have their own definition.

3. Add a count of students who returned to regular education

Many State representatives indicated that they already collect these data.

4. Alter the definition of graduation with a certificate to include students who received a GED through a secondary school program

Many of the State data managers indicated that they did not have access to this information. Others felt that it should be a separate category rather than part of graduation with a certificate. Some participants recommended that OSEP conduct special studies in order to estimate the extent of this problem. They felt that adding this to a Federal form would appear to condone the practice of awarding GEDs to students in secondary school programs.

5A. Replace the status unknown category with a new category called moved, not known to be continuing

OR

5B. Eliminate the category previously called status unknown

Many State data managers felt that it was important to keep a status unknown category although most agreed that the category should have as few students as possible. Some suggested adding a category for students who moved, in addition to retaining the status unknown category. One group felt that if eliminating the category would make the data more comparable to NCES, then it should be eliminated.

6. Use the December 1 child count from the previous year as the denominator in computing rates

One group was concerned that using the December 1 child count would be a problem because there was a large group of students who left the educational system without being reported as exiters.

7. Change the time period covered by the data collection from September-June to December 1 - November 30

Many of the States indicated that they could not collect exiting data from December 1 to December 1 because their data systems were school-year or fiscal-year specific. Others that collect data on forms indicated that teachers are the main source of information on student exit status and if a teacher left the district in June, no one would know by December how a student exited in the preceding year.

SESSION IV

Presenter:

Lucian Parshall
Senior Consultant
Michigan Department of Education
Special Education Services
P.O. Box 30008
Lansing, MI 48909
517-335-0460

STATUS OF FORMER HANDICAPPED STUDENTS IN MICHIGAN

This evaluation reviews post-school studies within the emerging national movement relating to **student outcomes** and identifies methodology problems that challenge research on former handicapped students. A second section examines the findings of Michigan's statewide follow-up study conducted in July, 1990 and draws conclusions on what impact post-school studies have had in special education and their contribution to the body of knowledge on the handicapped.

The context of the paper addresses restructuring, based on three types of standards applied to a special education delivery system:

- **Input standards** that are measured through fiscal, certification, and statutory regulations;
- **Process standards** that can be measured by classroom observations, assessment strategies, and increased instructional time; and
- **Outcome standards** that can be measured by the benefits which a student receives as a participant in the special education process.

Using the relationships between the three standards, one can view outcome standards as dependent on two types of measurements: follow-up seen as a quantitative/summative form of measurement and follow along as more qualitative/formative. Distinction between the two types of post-school studies, (follow-up and follow along) are highlighted.

Based on the findings, the future for former special education students does not look very bright. It is clouded with former students who experience unemployment or underemployment, low earnings, dropping out of school, and dependent living arrangements. These findings are discouraging.

Projecting the future of Michigan's students enrolled in special education today, based on preliminary data, one would have to conclude that they:

1. Have a 6 percent chance of returning to general education;
2. Have a 19 percent chance of dropping out of school;
3. Have a 35 percent chance of graduating;
4. Have a 12 percent chance of living independently; and
5. Have a 66 percent chance of finding full-time employment.

If one were to judge the outcomes of special education based on the findings of post-school studies, one would have to conclude that students have received no measurable long-term benefit from being in special education.

Clearly, it is time that special education took a better look at what we hope to accomplish through post-school studies and the collection of Federal exiting data. The wisdom of using follow-up methods to determine program effectiveness is very questionable. Data based on student outcomes needs to be gathered longitudinally in a consistent and comprehensive fashion so that the information and insight that is acquired can be used to assist special education in the redesign of its delivery system.

Presenter:

Jane Weissmann
Education Consultant
and
Paul Raphael Lepesqueur
System Analyst/Programmer
Bureau for Special Education Services
State Department of Education
101 Pleasant Street
Concord, NH 03301
603-271-3741

SERIOUSLY EMOTIONALLY DISTURBED DROPOUTS AND GRADUATES IN THE STATE OF NEW HAMPSHIRE
1987-1990

In November 1989, a preliminary analysis of statewide data was conducted to begin to determine the number of educationally handicapped students who had dropped out of school or refused services during the prior three years. The results of this analysis appeared to indicate that a significant dropout problem existed regarding seriously emotionally disturbed students. The current study was conducted to further explore two aspects of this problem. First, it attempted to define the full extent of the problem and then to identify variables which might be related to exiting patterns.

Using the data in New Hampshire's Special Education Information System (SPEDIS), three types of reports were produced for the past three school years (1987-88, 1988-89 and 1989-90). Age/handicap matrices providing statewide census data enabled us to determine the number of educationally handicapped students ages 16 through 21 who were in placement during each of the school years. Exiting data were also produced for each of the following groups of educationally handicapped students ages 16 through 21: all handicapping conditions, the mentally retarded, speech language impaired, seriously emotionally disturbed and students with specific learning disabilities. Finally, specific data were generated for seriously emotionally disturbed and learning disabled students ages 16 through 21 who had either dropped out of school or refused services or who had graduated with either a standard diploma or some other type of certificate or diploma.

In order to determine the extent of the dropout problem for seriously emotionally disturbed students, the following factors were considered: dropout rates and age of dropouts, graduation rates and age of graduates. In an attempt to identify some of the variables which might be related to exiting patterns, the following additional factors were investigated: age at initial identification, handicapping condition(s) first identified, types of examiners conducting the initial assessments, primary environments of the students' initial and final placements, and educationally related services provided in the students' initial and final placements.

Both the dropout data and the graduation data for seriously emotionally disturbed students pointed to a problem within the State regarding the education of these students. For all three of the years studied, in all categories except the seriously emotionally disturbed, the percentage of students graduating was greater than the percentage of students dropping out. In contrast, for the seriously emotionally disturbed, the percentage of students dropping out was higher than the percentage of students graduating. In fact, for the 1987-88 school year, the dropout rate for seriously emotionally disturbed students was almost two and one-half times the graduation rate and for the total three year periods it was almost double.

Comparing the data for the dropouts and the graduates within the disability group did not appear to offer an explanation for why we are losing so many of the seriously emotionally disturbed students and graduating so few. However, comparing the data for seriously emotionally disturbed students with the same data for students with specific learning disabilities did raise some additional questions. For example, seriously emotionally disturbed students are clearly placed in more restrictive placements than students with specific learning disabilities. Are these placements warranted by the severity of the students' handicapping condition or are students placed in these settings because the staff members in less restrictive environments do not have the knowledge and expertise to deal with them?

Presenter:

Margaret McLaughlin
Director, Institute for the Study of
Exceptional Children and Youth
University of Maryland
College Park, MD 20742-1161
301-405-6495

STATE AGENCY/FEDERAL EVALUATION STUDIES PROGRAM: A FOLLOW-ALONG STUDY OF SPECIAL EDUCATION STUDENTS WHO HAVE EXITED SECONDARY PROGRAMS IN PRINCE GEORGE'S COUNTY, MARYLAND

Subject Pool: All special education students who exited the Prince George's County school system during 1987-88 school year. These included 405 students who graduated or aged out and 57 students identified as drop-outs. An additional seven students were identified who had dropped out and returned to school.

Sample: Included 200 special education students who could be located and agreed to participate, 13 drop-outs who could be located, and five students who had dropped out and returned to school.

Of the 200 Students:

- Fifty-seven percent were male/42 percent female;
- Sixty-four were African-American/29 percent were white/7 percent were other;
- Median years in special education was 10; and
- Sixty-seven percent were classified as SLD; 17 percent were multihandicapped; 7 percent were MR; 4 percent were OI; 2 percent were Emotionally Impaired; 2 percent were Hard-of-Hearing; .5 percent were deaf; and .5 percent were speech impaired.

Comparison Group: Three hundred ninety-eight graduates who participated in regular vocational education programs and had previously been followed up by the PGCPS to determine employment status. This group was considered to be representative of non-college bound regular education students.

Study Design: Telephone interviews at 8 months and 18 months after exit from school for 200 graduates (186 participated in second interview); one telephone interview with drop-outs; face-to-face interviews with returnees; record reviews for all students including a sample of 25 percent of the non-respondents; mail questionnaires to non-respondents.

Overview of Results:

• Employment:	Interview 1 -	71 percent of mild/moderate were employed and 89 percent of moderate to severe disabled were placed in jobs or adult service employment.
	Interview 2 -	75 percent of mild/moderate were employed and 86 percent of moderate to severe disabled were employed in with adult service agency.
• Postsecondary:	Interview 1 -	30 percent of mild/moderate students were enrolled in some type of postsecondary program (community college, JTPA, adult education, other vocational training).
	Interview 2 -	57 percent of mild/moderate were enrolled.

• Self-Sufficiency:	95 percent of all students were living with parents or other family at both interviews 1 and 2; most students, with exception of most severely disabled, reported being socially active (e.g., "going to the mall").
Drop-outs:	78 percent male/22 percent female; 72 percent African-American/22 percent white; 89 percent were SLD; median years in special education was 8.

- Reasons for Leaving School. Reasons included not liking classes (about half) being under threat of expulsion (about half). Four of the students said they had adults in their family who tried to persuade them to stay in school; no one from school reportedly tried to persuade them to not drop out. Only two student said that they would not return to school; all others said they wanted to return to "some type" of program. Ten of the 13 drop outs were employed and all reported being satisfied with their jobs. All but one drop out was living with family member.

Lessons Learned

- failure to clearly determine use of results;
- inability to accurately identify population of graduates;
- identifying an appropriate comparison group;
- identifying drop outs;
- defining variables of interest vs. use to school system and avoiding interview "overkill"; and
- resource commitment required for post-school follow-up/follow/along and responsibility of school system.

Presenter:

Bill Halloran
Education Program Specialist
Department of Education
3rd and C Streets, S.W.
Washington, D.C. 20202
202-732-1106

TRANSITION ISSUES FOR THE 1990'S

The 1970's was a decade of focus on special education issues characterized by concerns with equal access for all students with disabilities, appropriate education conducted in the least restrictive environment, individualized educational planning, and due process assurances under the law for special education students and their parents. Follow-up studies conducted in the early 1980s revealed that despite this emphasis on equality, integration, and independence seen in P.L. 94-142 and other legislation, large numbers of special education students leaving public education were entering segregated, dependent, non-productive lives. These findings, along with concern on the part of parents, professionals, and policymakers, gave rise to the issues of the remainder of the 1980s: early intervention, transition from school to work, maximum participation in regular education, family networking, and follow-up/follow-along responsibilities. These issues expanded the role and responsibility of public education to younger and older age groups. They also emphasized the importance of developing relationships between the school and elements of the community, such as families, employers, adult service agencies, and social services. While the 70s stressed accountability through increased documentation and litigative resources, the 80s' emphasis shifted toward assessing real life outcomes associated with special education. Education agencies began to identify adult adjustment goals for their students in the areas of postsecondary education, employment, and independent living; to plan educational programs and work experiences to achieve those goals; and to follow-up graduates and school leavers in an effort to gauge the effectiveness of school programming.

The issues of the 90s, like those of the 80s, reflect an extension or elaboration of those of the previous decade. We have identified four transition issues for the 1990s: self-determination, secondary curriculum reform, public policy alignment, and anticipated service needs. Each issue is presented briefly here in an effort to assist policymakers and professionals to build an action plan for the next decade.

Self Determination: Education's Ultimate Goal

Issues of independence, self-sufficiency, and informal decision-making capacity are emerging in rehabilitation and education literature as essential attributes for successful community integration of persons with disabilities. The ultimate goal of education is to increase each student's responsibility for managing his or her own affairs. Actualizing this goal would require a major change in our approach to educating, parenting, and planning for children and youth with disabilities. Reform aimed at self determination would distribute the responsibility for learning and performance as shared among teachers, parents, and the student, with primary control remaining with the student.

Secondary Curriculum Reform: Completing the Initial Transition

Transitions should be perceived as a "right of passage" for all youth with disabilities leaving public school programs. If we believe it is a right, we must advocate a major change in educational practices for youth with disabilities. The goal of special education programs should be to prepare individuals with disabilities to live and work in their communities. This major change in focus will expand the role of education from preparing individuals for transition to include making the initial placement in appropriate community settings with sufficient time for "follow-along" before school exit. The measure of effectiveness of secondary special education programs should be the quality of community life experienced after exiting school.

Public Policy Alignment: Supporting Education Efforts

The commitment to integration and the provision of transition services necessitate a redirection of our secondary special education programs to ensure that all youth with disabilities have the opportunity to become well-adjusted, suitably employed members of their communities. As our education efforts become more focused on programming for future environments, the need for adjustments in current policy or procedures will become apparent. We have already identified three areas of policy which will need adjusting: graduation/high school completion, compliance with the Fair Labor Standards Act, and the Supplemental Security Income (SSI) program. The graduation/high school completion issues should be aimed at continuing to engage or to re-engage graduates or dropouts in responsive programs until successful transitions are completed. Utilization of community work sites as educational environments has raised conflict between schools and the U.S. Department of Labor, which is responsible for ensuring that individuals with disabilities are not being exploited in the work place. The Fair Labor Standards Act allows training in community worksites, but a clear understanding of when and under what conditions needs to be articulated. Recent changes in the SSI program have incentives that can provide needed support for individuals to live and work in the community. Educators and families must acquire a working knowledge of these entitlements and how they may be applied.

Anticipated Service Needs: Waiting Lists for Adult Services

Deinstitutionalization and the mandate for free, appropriate public education have led to an implied promise of responsive community-based adult services. This implication is false! The vast majority of students with more severe disabilities are leaving school and joining ever expanding waiting lists with little hope of timely placements in responsive programs. Families, educators, and adult service providers must develop strategies to work together to improve this untenable situation.

These four issues build upon the ideas of equal access, independence, and integration that have been central to special education policy in the last two decades. In the 90s, however, these ideas may reach new levels of actualization as students are placed in positions to influence their own learning and its outcomes. As secondary curricula and policy acknowledge the importance of vocational and independent living competencies as well as academic competencies, community networks of schools, adult service agencies, employers, families, and friends will need to communicate and advocate for efficient, integrated service provision. Leadership at all levels is necessary to address these issues. If provided, the 1990s could hold special significance in the history of special education.

Presenter:

Kathy Hebbeler
Education Program Specialist
Department of Education
3rd and C Streets, S.W.
Washington, D.C. 20202
202-732-1106

UPDATE ON THE NATIONAL LONGITUDINAL TRANSITION STUDY

From the National Longitudinal Transition Study, we have learned about the achievements of students with disabilities both in and out of secondary school.

Secondary School

Many secondary students with disabilities were having a difficult time in secondary school. Absenteeism averaged 15 days per year, and one-third of the students failed at least one course in their most recent year in school. Fewer than half of the students who took minimum competency tests passed all of the test, and almost 1 in 10 students who remained in school were retained at their grade level at the end of the school year. Rates of absenteeism, course failure, and retention were significantly higher for youth in some disability categories, particularly those classified as emotionally disturbed.

Most (56 percent) of the youth in special education who left school between 1985 and 1987 did so by graduating. Three-fourths of these students were awarded a regular diploma. Almost one-third (32 percent) of the school leavers dropped out. More than one in five of the female dropouts left school because of marriage or pregnancy. The drop out rate was highest for students with emotional disturbance (50 percent) and lowest for those who were deaf (10 percent) and deaf/blind (8 percent).

What Factors Contribute to the Higher Dropout Rates for Children with Disabilities?

From the National Longitudinal Transition Study, we have learned that, when compared to students with disabilities who stayed in secondary school, those who dropped out were more likely:

- to have been absent from school more often;
- to have failed a course;
- to have had disciplinary problems;
- to have not belonged to a school or community group in the year the student dropped out;
- to have been from a minority group;
- to have not taken occupationally relevant vocational education;
- to not have received help from a tutor, reader, or interpreter; and
- to not have received personal counseling or therapy.

We also know that dropouts with disabilities were less likely to try to finish school than dropouts from general education. Parents of 21 percent of the secondary students with disabilities who dropped out reported that their son or daughter had taken classes in the previous year to earn a high school diploma. This compares with 43 percent of the dropouts from the general student population.

Postsecondary Employment

Almost half of the youth who had been out of secondary school up to two years were reported by their parents to be employed. This compares to an employment rate of 59 percent for youth in the general population. Among employed youth, 40 percent worked part-time. On the average, they had been with their current employer for nine months. The median wage was $3.95 per hour. Young women with disabilities were nearly twice as likely as men to be earning minimum wage or less and be working in service occupations.

Rates of competitive employment were higher for youth with higher functional abilities. Employment was also more common for males, younger exiters, suburban residents, and those from households with higher incomes. Youth who had graduated from high school (instead of dropping out), had taken vocational education in their last year in school and had work experiences as part of their vocational training were significantly more likely than other youth with disabilities to be competitively employed after school.

Postsecondary Education

Only 14 percent of youth with disabilities who had been out of school up to two years had enrolled in postsecondary education in the previous year. The most commonly attended school was postsecondary vocational/trade school which enrolled 9 percent of the secondary school exiters. Enrollment rates were highest for youth who were deaf or visually impaired and out of school up to two years (about one-third of youth with these disabilities) and lowest for youth classified as mentally retarded, multiply handicapped, or deaf/blind.

Independent Living

In the first two years after high school, 12 percent of youth with disabilities were living independently (i.e., alone, with a spouse or roommate, in a college dormitory, or in the military). Youth classified as learning disabled, visually impaired, deaf, or hard or hearing were the most likely to be reported by their parents as living independently, while those classified as multiply disabled, orthopedically impaired, or mentally retarded were the least likely. Independent living was strongly related to being currently employed and the amount of wages earned. Parents of youth still living at home expected that about three-fourths eventually would live away from home.

Presenter:

Richard Sawyer
Senior Research Associate
Westat, Inc.
1650 Research Boulevard
Rockville, MD 20850-3129
301-738-3642

EDUCATIONAL PLACEMENT TRENDS OF STUDENTS WITH DISABILITIES: A LONGITUDINAL ANALYSIS OF NATIONAL DATA

Introduction and Methodology

One of the major provisions of the Individuals with Disabilities Education Act (IDEA) (formerly known as the Education of the Handicapped Act, P. L. 94-142) is that the education of students with disabilities should occur in the least restrictive environment. The law stipulates that educational services required for each child are defined annually in an Individualized Education Program; an educational placement which minimizes removal from the regular education environment is then selected from a continuum of alternatives.

Educational placement has been one of the most hotly debated issues in the education of students with disabilities. Much discussion and activity has occurred in the professional literature, numerous due process hearings and court cases, and advocacy efforts (Danielson & Bellamy, 1989). Much of the debate has centered on the relative effectiveness of more integrated versus less integrated placements on academic, social, and self-concept outcomes. Research has been inconclusive regarding benefits of various placement options (e.g., Carlberg & Kavale, 1980; Hallahan, Keller, McKinney, Lloyd, & Bryan, 1988). Ethical concerns regarding segregation of students with disabilities has also fueled the debate (e.g., Dunn, 1968; Stainback, Stainback, Courtnage, & Jaben, 1985). Recently, proponents of the Regular Education Initiative (REI) have sought increased integration (e.g., Reynolds, Wang, & Walberg; Will, 1986).

The major purpose of this study was to investigate the changes in educational placements which have occurred, on national and State levels, since 1977-78. The study employed placement data submitted annually by States to the Office of Special Education Programs (OSEP), of children served under the IDEA, Part B and Chapter 1 of ESEA (SOP) programs. Data were analyzed for students with specific learning disabilities (LD), speech or language impairments (SI), mental retardation (MR), serious emotional disturbance (SED), hearing impairments (HI), visual impairments (VI), deaf-blindness (DB), multiple disabilities (MD) orthopedic impairments (OI), and other health impairments (OHI). Placement categories included: regular class/resource room combined, separate class, regular school (regular class, resource room, and separate class combined), separate school, residential facility, separate school/residential facility combined, and home/hospital. For the purpose of highlighting broad data trends, certain placement categories were aggregated for some disabilities. The percentages of students served in various placements were calculated, based on the total number of students served in all placements. Linear regression analyses were used to examine placement trends over time.

Regular School Placement Trends: 1977-78 through 1988-89

The percentage of all children with disabilities, LD, and SI served in regular schools from 1977-78 through 1988-89 has changed very little (see Table 2 and Figure 7). The regular school percentages have decreased for students with MR (- 2%) and SED (- 5%), and the change for SED reached statistical significance. Sizable percentage increases in regular school placements have occurred for students with the sensory disabilities of hearing (+ 9%) and visual impairments (+ 5%). A statistically significant increase (+ 15%) in regular school placements occurred for students with OI. From 1981-82 to 1988-89, regular school placements decreased substantially for students with DB (- 9%) and OHI (- 7%), and slightly for students with MD (- 2%).

Regular School Placement Trends: 1985-86 through 1988-89

The percentage of students with LD, SI, MR, and SED had changed little in regular school placements from 1985-86 through 1988-89 (see Table 3). In contrast, percentage increases between 3 and 5 percent have occurred for students with HI, MD, and VI (see Table 3). Small decreases (less than 3%) have occurred only for students with DB and OHI (Table 3). None of these changes reached statistical significance.

Classroom-level Placement Changes: 1985-86 through 1988-89

The regular class/resource room and separate class percentage for students with LD, SI, MR, and SED have shown virtually no change during the 1985-86 through 1988-89 period (see Table 4). In contrast, classroom-level trends have been more pronounced and variable for some low-incidence

Table 2

Percentage of Children With Various Disabilities Served in Regular Schools: 1977-78 to 1988-89

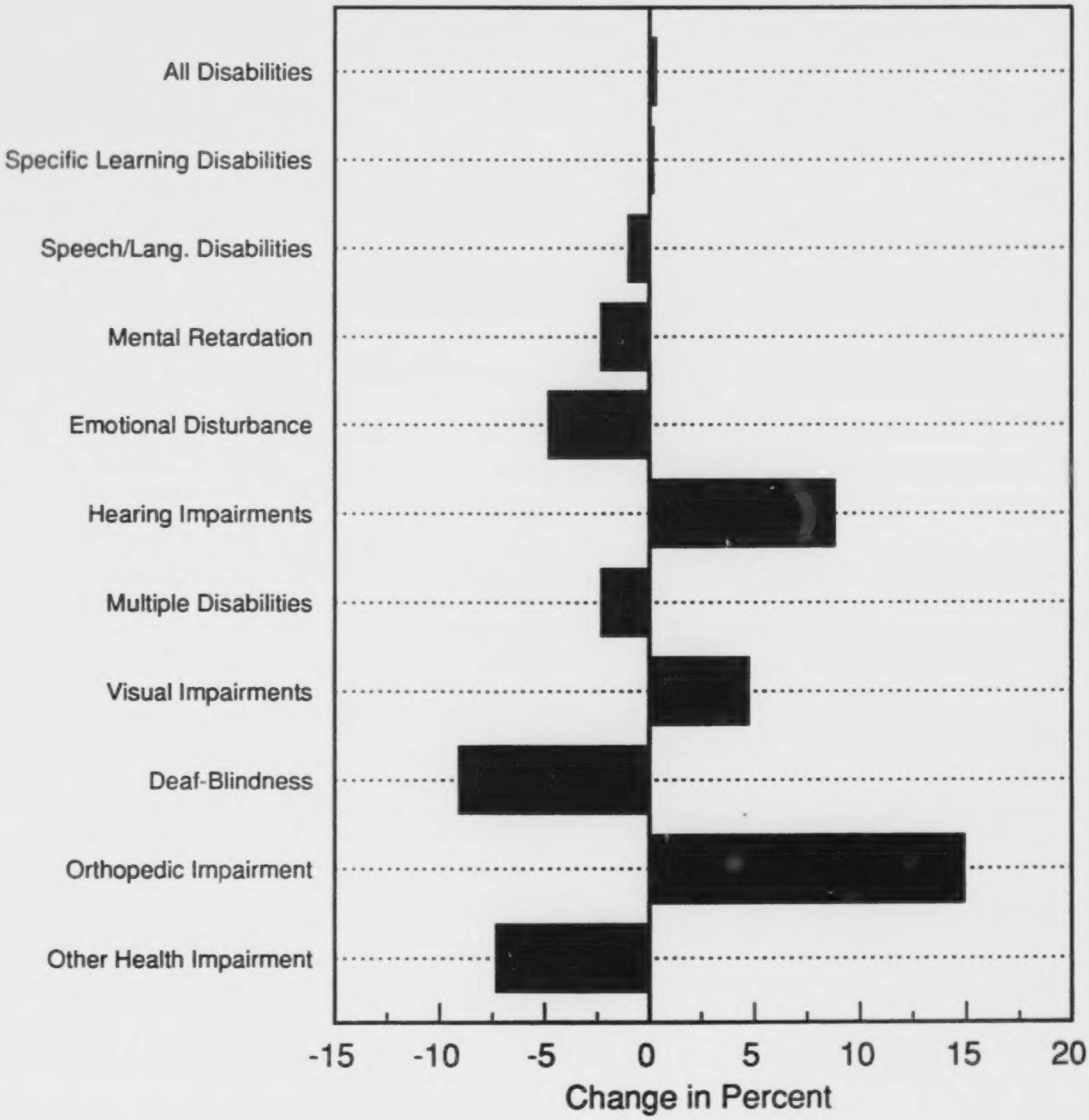
Disability Condition	1977-78	1981-82	1985-86	1988-89	Standardized Slope Coefficient
All Disabilities	93.5	93.9	93.4	93.8	0.17
Specific Learning Disabilities	98.3	98.5	98.6	98.5	0.70
Speech or Language Impairments	99.4	99.4	98.3	98.4	-0.90
Mental Retardation	89.5	88.7	86.1	87.2	-0.84
Serious Emotional Disturbance	84.7	82.2	80.2	79.9	-0.97*
Hearing Impairments	72.7	76.8	76.3	81.5	0.90
Visual Impairments	80.9	82.0	81.8	85.6	0.83
Deaf-Blindness		55.7	48.2	46.6	--
Multiple Disabilities		70.5	65.0	68.2	--
Orthopedic Impairments	66.6	67.9	79.0	81.5	0.95*
Other Health Impairments	77.3	78.8	72.4	70.0	-0.88

Notes: * indicates significance at p. < .05.
-- inadequate data available to compute slope coefficient.

Data are for students, 6-21 years old, served under IDEA, Part B and Chapter 1 of ESEA (SOP).

Figure 7

Change in Percentage of Students with Disabilities Served in Regular Schools: 1977-78 to 1988-89



Notes: Regular school includes regular class, resource room and separate class.
Data are for students 6-21 years old, served under IDEA, Part B and Chapter 1 of ESEA (SOP).
Data for Deaf-Blindness and Multiple Disabilities are from 1981-82 to 1988-89.

Table 3

Percentage of Children With Various Disabilities Served in Regular Schools, Separate Schools, and Home/Hospital Settings: 1985-86 to 1988-89

Type of School	Disability Condition	1985-86	1986-87	1987-88	1988-89	Standardized Slope Coefficient
Regular	Specific Learning Disabilities	98.6	98.0	98.4	98.5	0.10
	Speech or Language Impairments	98.3	98.0	98.4	98.4	0.40
	Mental Retardation	86.1	88.2	87.2	87.2	0.35
	Serious Emotional Disturbance	80.2	82.9	80.0	79.9	-0.34
	Hearing Impairments	76.3	79.8	80.5	81.5	0.93
	Multiple Disabilities	65.0	72.8	66.7	68.2	0.13
	Visual Impairments	81.8	84.2	84.1	85.6	0.93
	Deaf-Blindness	48.2	63.6	52.1	46.6	-0.27
	Orthopedic Impairments	79.0	80.9	77.7	81.5	0.33
	Other Health Impairments	72.4	78.9	70.2	70.0	-0.50
Separate School/ Residential Facility	Specific Learning Disabilities	1.4	1.6	1.4	1.4	0.00
	Speech or Language Impairments	1.6	1.7	1.6	1.5	-0.71
	Mental Retardation	13.6	11.3	12.5	12.5	-0.32
	Serious Emotional Disturbance	17.4	15.7	17.8	17.2	0.21
	Hearing Impairments	23.4	19.8	19.4	18.3	-0.92
	Multiple Disabilities	33.5	26.0	31.8	30.3	-0.14
	Visual Impairments	17.5	15.3	15.5	14.0	-0.92
	Deaf-Blindness	50.8	35.6	46.8	52.3	0.27
	Orthopedic Impairments	12.7	11.7	14.1	11.6	-0.08
	Other Health Impairments	9.0	6.5	10.3	8.5	0.20

Table 3 (continued)

Type of School	Disability Condition	1985-86	1986-87	1987-88	1988-89	Standardized Slope Coefficient
Home or Hospital	Specific Learning Disabilities	0.1	0.4	0.1	0.1	-0.17
	Speech or Language Impairments	0.1	0.3	0.1	0.1	-0.18
	Mental Retardation	0.3	0.4	0.3	0.3	-0.12
	Serious Emotional Disturbance	2.4	1.4	2.2	2.9	0.47
	Hearing Impairments	0.3	0.4	0.2	0.2	-0.67
	Multiple Disabilities	1.5	1.2	1.6	1.5	0.23
	Visual Impairments	0.7	0.6	0.4	0.5	-0.89
	Deaf-Blindness	1.1	0.8	1.0	1.1	0.42
	Orthopedic Impairments	8.4	7.4	8.2	6.9	-0.69
	Other Health Impairments	18.6	14.6	19.5	21.5	0.61

Notes: Regular school includes regular classroom, resource room, and separate class. Separate school/residential facility includes separate school facilities and residential facilities.

Data are for students, 6-21 years old, served under IDEA, Part B and Chapter 1 of ESEA (SOP).

Table 4

Percentage of Children With Various Disabilities Served in Different Regular School Classroom Environments: 1985-86 to 1988-89

Classroom Environments	Disability Condition	1985-86	1986-87	1987-88	1988-89	Standardized Slope Coefficient
Regular Class/ Resource Room Combined	Specific Learning Disabilities	77.8	76.8	76.7	77.5	-0.24
	Speech or Language Impairments	94.7	93.9	94.6	94.6	0.17
	Mental Retardation	28.8	29.8	29.2	28.0	-0.51
	Serious Emotional Disturbance	44.1	46.0	45.5	44.2	-0.04
	Hearing Impairments	43.8	46.9	45.4	48.2	0.79
	Multiple Disabilities	20.6	24.3	20.1	21.4	-0.11
	Visual Impairments	62.6	62.3	63.1	65.0	0.85
	Deaf-Blindness	26.0	26.1	15.2	17.0	-0.85
	Orthopedic Impairments	48.0	47.5	45.7	47.8	-0.28
	Other Health Impairments	47.6	59.0	51.5	50.3	0.02
Separate Class	Specific Learning Disabilities	20.8	21.2	21.8	21.0	0.37
	Speech or Language Impairments	3.7	4.1	3.8	3.8	-0.06
	Mental Retardation	57.3	58.4	58.0	58.3	0.84
	Serious Emotional Disturbance	36.1	36.8	34.5	35.8	-0.45
	Hearing Impairments	32.5	32.9	35.1	33.4	0.54
	Multiple Disabilities	44.5	48.6	46.6	46.8	0.38
	Visual Impairments	19.2	21.9	21.0	20.6	0.37
	Deaf-Blindness	22.2	37.5	36.9	29.6	0.39
	Orthopedic Impairments	31.0	33.4	32.0	33.7	0.69
	Other Health Impairments	24.8	19.9	18.8	19.6	-0.79

Note: Data are for students, 6-21 years old, served under IDEA, Part B and Chapter 1 of ESEA (SOP).

disabilities (see Table 4 and Figure 8). For example, for students with HI, regular class/resource room placements increased by more than 4 percent, while separate class placements increased by less than 1 percent. The placement patterns for students with VI also shows that regular class/resource room placements increased more than separate class placements. In contrast, proportionally more students with MD were served in separate classes (+ 2%) than in regular classes/resource rooms (+ 1%). For students with DB, a large percentage decrease (- 9%) occurred for regular class/resource room placements, while a large increase (+ 7%) occurred for separate class placements. While many of the classroom-level placement changes were substantial, none reached statistical significance.

Separate School and Residential Facility Placement Trends for Low Incidence Disabilities: 1985-86 through 1988-89

The percentages of students with HI, MD, and VI in both separate school and residential facilities have all decreased between 1985-86 and 1988-89 (see Table 5 and Figure 9). These decreases have ranged from approximately 1 to 3 percent, and the percentage decreases have generally been more pronounced for the residential placement category. The percentage decrease (- 3 percent) in residential facility placements for students with VI was statistically significant. There was a 12 percent increase in separate school placements and an 11 percent decrease in residential facility placements for students with DB, but these changes were not significant.

State Differences in Integration

The percentage of all students with disabilities served in regular classroom/resource room environments combined in 1988-89 ranged from 43 to 88 percent across States. The percentage for the 50 States, D.C., and Puerto Rico was 70 percent. The percentage change in the percentage of students served from 1985-86 to 1988-89, across States, in regular class/resource room environments combined ranged from -7 to +17 percent (see Figure 10). For the 50 States, D.C., and Puerto Rico, the percentage change was near 1 percent.

A correlation was conducted between the percentage of children served in regular class/resource room environments combined in 1985-86 and the difference in the percentage in regular class/resource room placements combined between 1985-86 and 1988-89 for 50 States, D.C., and Puerto Rico. The Spearman Rho Correlation was employed. The correlation coefficient was -.27 and was near significance ($p = .05$).

Figure 8

Change in Percentage of Students with Various Disabilities Served in Regular Classes/Resource Rooms Combined and Separate Classes: 1985-86 to 1988-89

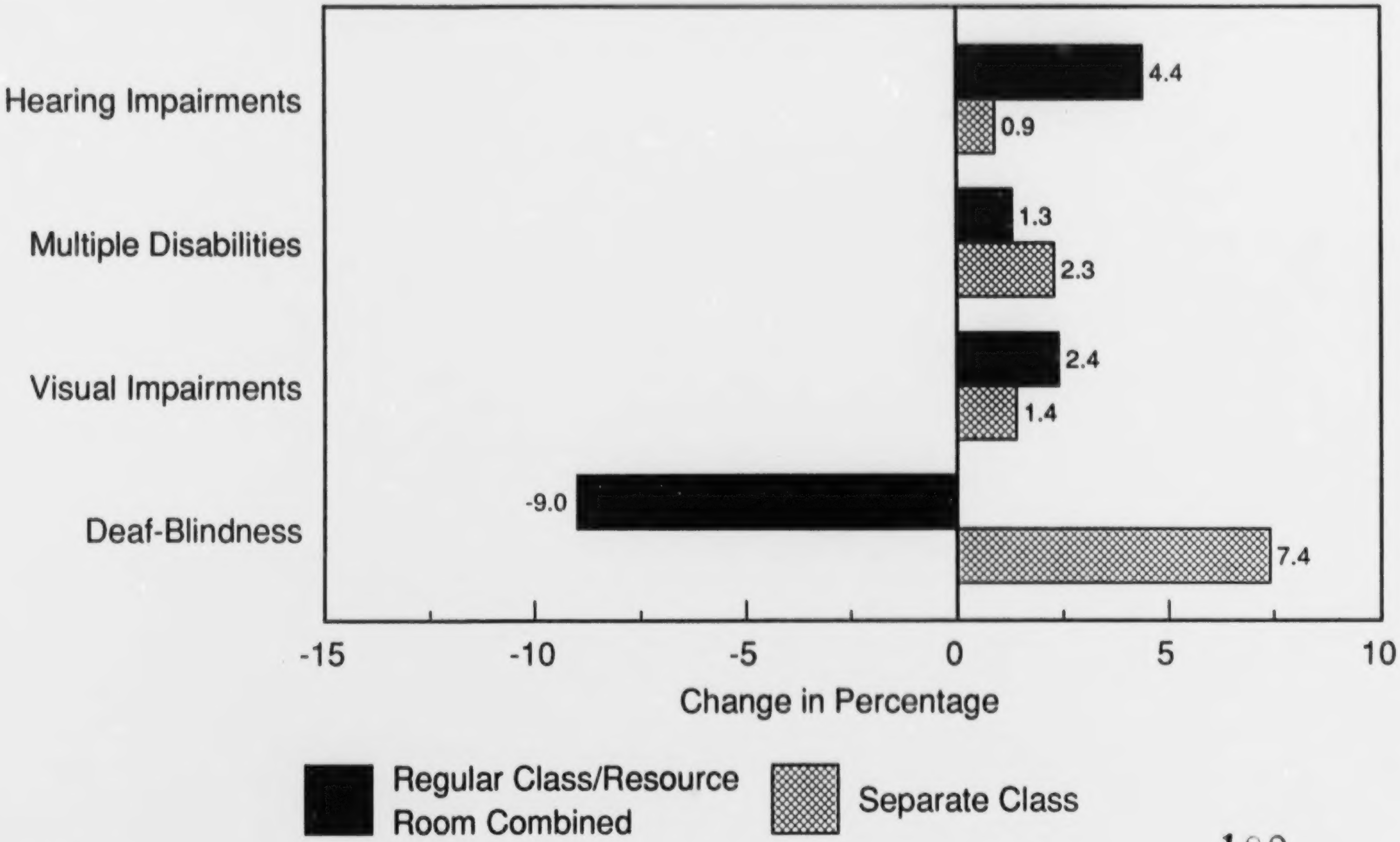


Table 5

Percentage of Children With Various Disabilities Served in Separate Schools and Separate Residential Facilities: 1985-86 to 1988-89

Disability Condition	Placement Environments	1985-86	1986-87	1987-88	1988-89	Standardized Slope Coefficient
Hearing Impairments	Separate School	10.7	8.3	10.6	8.3	-0.47
	Residential Facility	12.7	11.5	8.7	10.0	-0.81
Multiple Disabilities	Separate School	27.4	20.5	27.8	26.3	0.15
	Residential Facility	6.1	5.5	4.0	4.0	-0.94
Visual Impairments	Separate School	5.2	4.5	5.4	4.6	-0.25
	Residential Facility	12.4	10.7	10.1	9.3	-0.97*
Deaf-Blindness	Separate School	14.1	12.8	21.4	26.7	0.92
	Residential Facility	36.6	22.8	25.5	25.6	0.64

Notes: * indicates significance at $p < .05$

Data are for students, 6-21 years old, served under IDEA, Part B and Chapter 1 of ESEA (SOP).

Figure 9

Change in Percentage of Students with Various Disabilities Served in Separate Schools and Residential Facilities: 1985-86 to 1988-89

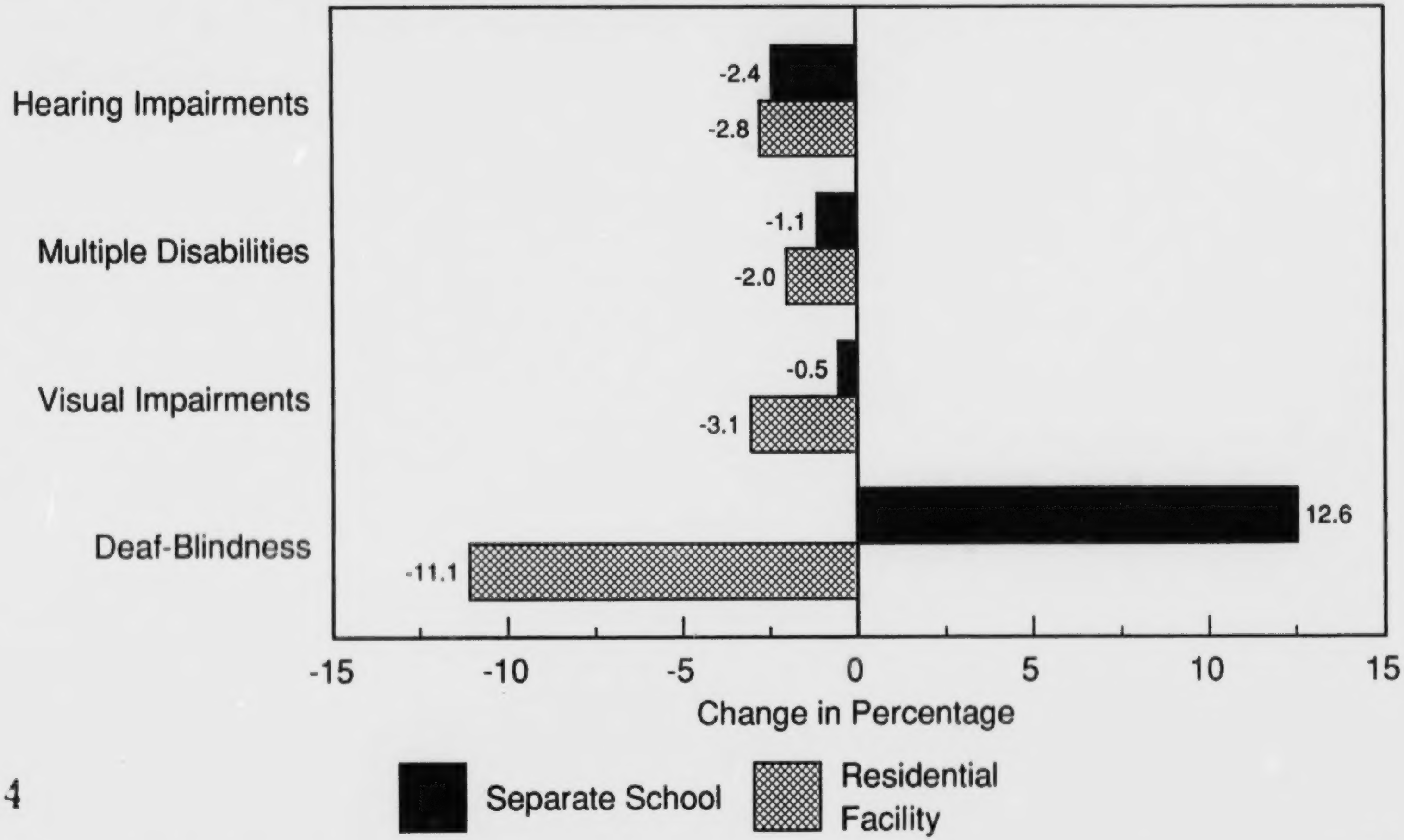
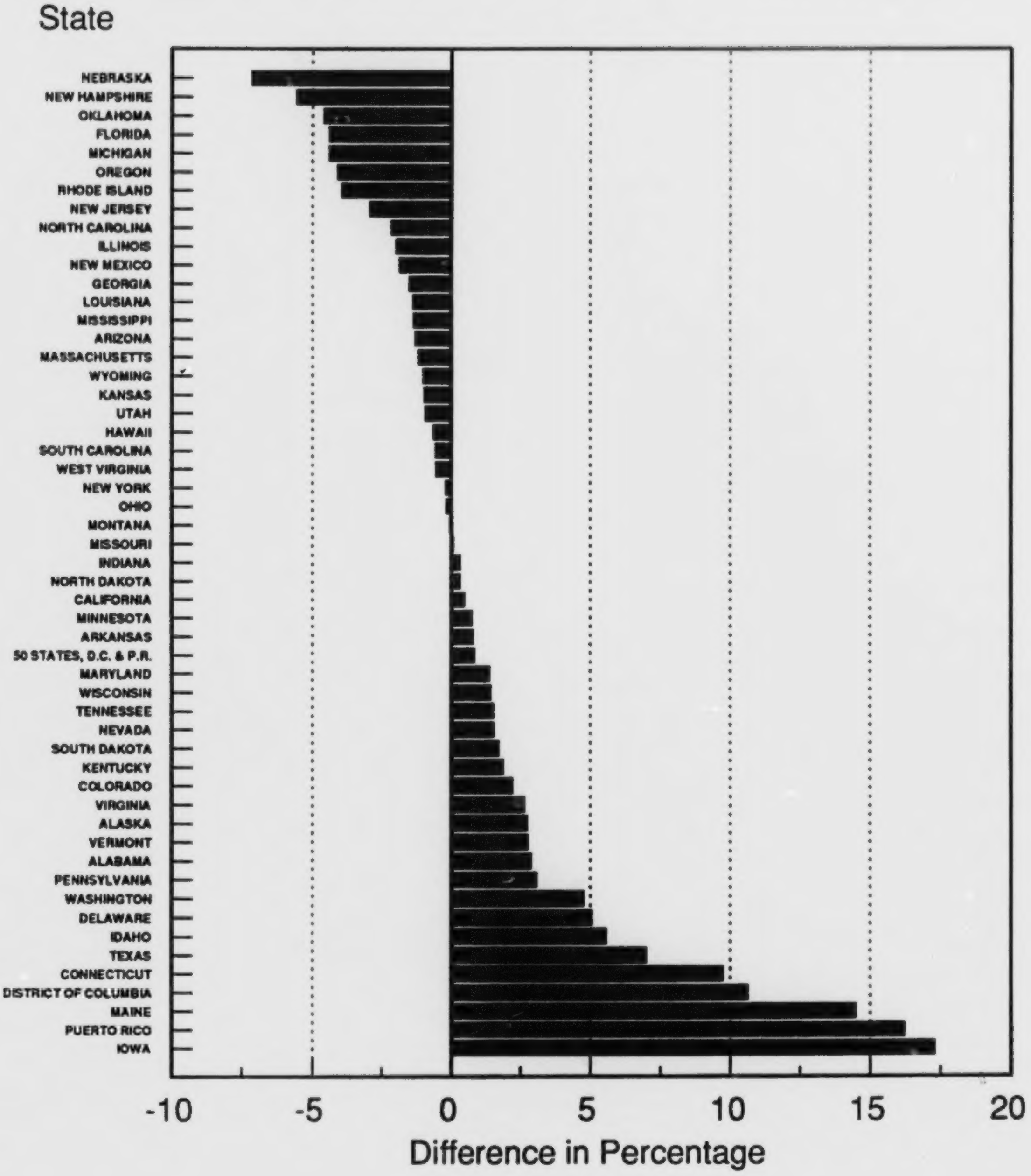


Figure 10

Change in Percentage of Students with Disabilities Served, Across States, in Regular Classes/ Resource Rooms Combined: 1985-86 to 1988-89



Note: Data are for students 6-21 years old, served under IDEA, Part B and Chapter 1 of ESEA (SOP).

Discussion

Regular school placement trends for students with LD and SI indicate that these children have been highly integrated since 1977-78. Since 1985, a large majority of students with SI have also received their educational services in either regular classes or resource rooms. The small percentage served in separate classes probably represent, for the most part, students with more severe language delays and disabilities. There has been virtually no increased regular class/resource room integration trend for students with LD, which is surprising given recent interest (e.g., REI) on enhancing classroom integration for these students.

While the 1977-78 to 1988-89 trend for students with MR suggests decreasing integration, the more recent 1985-86 to 1988-89 regular school analysis indicates a slight reversal of that trend. This pattern is somewhat similar for students with SED. During the 1977-78 to 1988-89 period, a large and significant decline occurred for regular school placements. Since 1985-86, however, this decline has essentially abated. It would seem, therefore, that the more long term trend towards more segregation has been halted or at least slowed for students with MR and SED. At the classroom level, these students have apparently not experienced increased integration since 1985-86. If regular school placements for these students remain constant or even improve over the next several years, however, more integration at the classroom level may also occur. Such a pattern has been evident for students with HI and VI. The longitudinal and more recent absence of increased integration for students with MR and SED could be due to the perception by school personnel that the cognitive deficits of students with MR and the behavior problems of students with SED are particularly difficult to accommodate in regular classes and resource rooms. Research has shown that regular education teachers may lack the skills and willingness to teach children with moderate and severe disabilities (e.g., Davis, 1989; Gans, 1987). Special education resource room teachers may also believe they lack the skills, training, or resources to accommodate these children.

Increases in regular school integration have been most apparent for students with the sensory disabilities of HI and VI, and for students with MD, and OI. The increased integration for sensory impaired students may have occurred because these students, in general, may be less challenging to regular education personnel than students with other disabilities such as emotional disturbance (SED students) or students with disabilities that often involve significant cognitive deficits (e.g., MR students). It is also possible that technology (e.g., Braille) and specialized personnel (e.g., interpreters for students with hearing impairments) have become more available in regular school buildings. Another possible reason could be that, since 1977-78, increasing numbers of students with mild sensory impairments have been identified for special education services, and placed in less restrictive environments. At both the school and classroom levels, students with VI are more highly integrated than students with HI. Particularly noteworthy is the dramatic decline in residential facility placements for students with VI. Students with HI (including deafness) may be less integrated than students with VI because separate schools for the deaf have historically been strongly supported by many in the deaf community (National Council on Disability, 1989). The large longitudinal regular school integration pattern for students with OI might be explained, in part, by the removal of physical barriers to and within school buildings over the past decade.

Less regular school integration has occurred for students with DB and OHI. Even within regular schools, students with DB have apparently experienced more segregation since 1985. In contrast, students with OHI have recently been more highly represented in regular classes and resource rooms. Perhaps regular class and resource room teachers, who appear to be accommodating more students with sensory disabilities and OHI, feel less able to also accommodate students with the more severe disability of DB.

The large differences in the 1988-89 regular class/resource room placement patterns across States are probably due to a number of factors including: the historic role of separate facilities and private schools in the State, the State's special education funding formula, actual differences in the educational needs of students across States, and different State reporting practices and interpretations of the OSEP data collection forms. Differences in the reporting practices and interpretations of forms would seem, however, to be have been mitigated by combining regular class and resource room in the analyses.

While the State differences are large, most States are serving more than 60% of their students with disabilities in regular classes and resource rooms. However, many States actually served proportionally fewer students in regular class/resource room environments in 1988-89 than in 1985-86. The reasons for this, however, are not straightforward. It is possible, for example, that some of these States have recently been identifying more students with severe disabilities who are placed in more restrictive placements. The correlational analysis suggests that States which had relatively low regular class/resource placement proportions in 1985-86 have made the largest percentage increases in these placements between 1985-86 and 1988-89.

The results of this study, taken together, suggest that regular school integration (for disabilities not already highly integrated) appears to be progressing for students with VI and HI, MD, and OI. Students with VI and HI have also experienced more progression in classroom level integration than other disabilities. For students with MR and SED, recent trends at both the school and classroom level suggest a more stagnant pattern. Students with DB and OHI have experienced a decrease in regular school placements, and students with DB have also experienced more segregation at the classroom level. Some possible reasons for these and other placement trends have been discussed but future studies could seek to explain these trends in more detail. For example, what school processes and variables account for differential integration trends? What is the exact role of severity of disability in determining placement patterns on the national level? An actual cohort analysis of the placement trends of a representative sample of students could be helpful in such an effort.

State-level data indicate large variation in placement patterns. An analysis of factors, such as special education policies, identification criteria for disabilities, personnel needs, and even demographic factors (such as wealth, minority enrollments, financial resources for education) might prove useful in explaining, in part, State differences.

Presenter:

Martha Beech
Research Associate
413 Carothers Hall
Center for Educational Technology
Florida State University
Tallahassee, FL 32306
904-644-4720

TRENDS IN PLACEMENT OF SLD, EH, AND EMH STUDENTS IN FLORIDA, 1981-1989

This paper presents an analysis of the trends in placement of students who are specific learning disabled (SLD), emotionally handicapped (EH), and educable mentally handicapped (EMH) based on data submitted annually to the Office of Special Education Programs from 1981-89. Districts are required to report the number of students with disabilities within each exceptionality by age and by percent time in special education programs.

TRENDS IN STATEWIDE DATA

Placement Options

Analysis of statewide data revealed a trend over the years towards placing greater numbers of students for all three categories in placement options with more time in special education programs. For SLD, EH, and EMH students, the percent served in Regular Class and Resource Room had continued to decline since 1981. Both SLD and EH showed an increase in percent students served in Separate Class, while the percent reported for EMH remained constant. Percent served in Separate School had remained relatively constant over the years for all three exceptionalities.

Age of Students

For all three exceptionalities, the relative distribution of the population was similar across the age ranges, i.e., smaller numbers for both the youngest and oldest ages and larger numbers of students in the 6-17 year range. Starting in 1985-86, all three categories reported a larger portion of students in the 12-17 year range than in the 6-11 year range. Separate Class has been the most common placement for students who are 3-5 years of age. For older students of all three exceptionalities, it was found that Resource Room Placements have decreased and Separate Class Placements have increased.

VARIATION IN DISTRICT USE OF PLACEMENT OPTIONS

Districts with No Identified Students

The growth of special education programs in Florida is reflected in the data reported in this study. While all school districts reported SLD and EMH students each year included in this analysis, in 1981-85, there were five districts reporting no EH students. By 1988-89, all districts had reported EH students.

Districts with Single Placement Options

A trend has also been revealed which indicates that districts are using a greater variety of placement options for serving SLD, EH, and EMH students. The number of districts reporting single placement categories for SLD and EH students was reduced from eight in 1981-82 to two in 1988-89.

A decrease was also found for EMH students, with 40 districts reported in 1981-82 and 27 districts in 1988-89.

Trends in District-use of Regular Class, Resource Room, and Separate Class

When variability within districts was investigated for the placement option most frequently reported for each category, differences were noted. Districts showed a greater tendency to change in the same direction as the statewide average for SLD than for EH or EMH. More districts reported no change in the percent of EMH students served in Separate Class, than for the other disabilities.

Use of Separate School

Finally, use of Separate School placement was analyzed. The overall number of districts reporting students in that placement option has remained relatively constant over the eight years, but the percent of students served has increased for EMH.

Presenter:

Bob Fischer
Supervisor
Unique Learner Needs Section
Minnesota State Department of Education
Room 824, 550 Cedar Street
St. Paul, MN 55101-2233
612-296-4164

MINNESOTA DEPARTMENT OF EDUCATION STUDENT INFORMATION SYSTEM

The purpose of the Minnesota Department of Education Student Information System is to provide a database information system for LEAs which supports the development, implementation, management, and evaluation of programs for learners with special needs.

The State and Federal Aids, Data and Technology Unit of the Unique Learner Needs Section has developed a user friendly information management system that is designed to help educational professionals collect and manage student information. The "Student Information System" (SIS) consists of four major functions:

1. Collection and maintenance of student data;

2. Entry and maintenance of existing records;
3. System procedures;
4. Due process report generation including IEP and child count; and
5. Administrative report generation.

The Student Information System (SIS) was developed for the IBM environment using PARADOX 3.01. It operates on PARADOX RunTime which means individual users need not purchase PARADOX. However, the system has been designed with the flexibility to operate in a network so as to allow multiple users and centralized access of data. When the Student Information System is installed on a network, the full 'Netpack' version of PARADOX must be purchased.

This software is unique in that it is a student driven rather than forms driven system. SIS was expressly designed for use at the classroom level in order to reduce the paperwork associated with documentation of special education activities and therapeutic interventions. The recent revisions of the State recommended IEP and due process forms are reflected in the SIS.

Attributes of the Student Information System (SIS)

Learner Driven Process as Opposed to Forms Driven

- Redundancy eliminated
- Straight forward data collection
- Student based

Due Process Events Management/Process Flow

IEP Initiation, Management, and Document Production

- User friendly data input
- Dynamic IEP data handling
- State recommended forms production

Data Processing and Reporting

- Student data validation
- IEP based child count reports
- Due process forms generated
- Administrative reports

Integrated Functions

- Uniform data elements
- Standardized procedures
- Efficient exchange of information
- Electronic record transfer including:
    - data import from "foreign" sources
    - data export to external systems

Flexible SIS Configuration

- Stand-alone micro, e.g., classroom, office
- Local area network, e.g., building, district
- Possibility for more global networking

Presenter:

Julia Causey
Coordinator, Administrative Support Section
Alabama State Department of Education
Division of Special Education Services
50 N. Ripley Street
Montgomery, Al 36130-3901
205-242-8114

AN ANALYSIS OF CHILD COUNT DATA AND PERSONNEL NEEDS IN SPECIAL EDUCATION PROGRAMS IN ALABAMA, 1989

Utilizing data provided by the Alabama Department of Education, as well as that from the 1980 Census of Population, an investigation was undertaken concerning students enrolled in special education classes in the 130 public school systems of Alabama. Data analyzed included student counts by age, grade in school, school district, and type of exceptionality. Personnel needs in special education programs were also examined, both through data submitted by local school officials and through a review of teacher/pupil ratios in special education classes. Throughout the analysis, separate data are presented for both county (N=67) and city school systems (N=63).

The results of the analysis indicated that there is considerable variation among Alabama's school systems in the distribution of various types of exceptionality, the proportion of special education students at different age and grade levels, teacher/pupil ratios in special education classes, and the reported need for additional special education teachers. While random variations from one school system and/or community to another may account for some of these differences, other factors also appear to be operative. These include referral patterns in local school districts, a shortage of well-trained administrators and teachers (i.e., especially in rural areas and in regard to selected specialties), community pressures, and discrepancies in classification procedures according to race.

The major demographic correlates of general rates of exceptionality include population growth, employment in selected white-collar occupations, income, and residence in urban locales--all of which were found to be positively associated with both the rate of exceptionality and the teacher/pupil ratio. The proportion of the population that is classified as "black," as well as the percentage of the population residing in urban areas, are also highly correlated with a number of specific categories of exceptionality. The findings suggest that additional attention should be directed toward such considerations as testing procedures, the interpretation of test results, overdependence on selected evaluation criteria, and the interpretation and implementation of established policy guidelines in the placement of students in special education programs.

HIGHLIGHTS

- The number of public school students enrolled in special education classes in Alabama increased by approximately one-third during the 1980-89 period. The greatest numerical increases encompassed those with learning disabilities and speech impairments.
- The percentage distribution for the various exceptionality categories has remained relatively stable during the 1980s.
- Approximately 70 percent of the state's special education students are enrolled in county school systems.
- About one-third of all enrollees in special education classes in both county and city school systems are characterized as having learning disabilities. Most of the rest are classified as either speech impaired or educable mentally retarded.
- In excess of 80 percent of the special education enrollees in both county and city systems are between the ages of 6-17. The proportion is slightly higher in both systems for the 6-11 group than those in the 12-17 age group.
- The rate of exceptionality per 1,000 total enrollees in 1989 was 127 in county school systems and 120 in city systems. Differences in rates among the various grade levels are minimal in both systems.
- For both county and city school systems there is substantial variation among the individual districts in the distribution of students according to types of exceptionality, in the proportion in the various age groups, and the rate of enrollment at different grade levels. These variations apparently relate to a number of factors, including referral practices, classification procedures, levels of training among teachers and administrators, testing procedures, the interpretation of test results, and parental/community pressures.

- In December 1989, personnel in county school systems reported the need for 329 additional special education teachers (a need ratio of 1:9.5), while the stated need in city school systems was 442 (a need ratio of 1:3.5).

- Substantial variation exists among individual county and city school systems in teacher/student ratios in special education classes *and* in the magnitude of reported personnel needs.

- In terms of general correlates of exceptionality, such major demographic variables as population growth, employment in white-collar occupations, income, and residence in urban locales appear to be at least moderately associated in a positive direction with the overall rate of exceptionality and with teacher/pupil ratios.

- The percentage of the county population classified as "urban," as well as the proportion of the county/city population classified as "black," are both correlated with such specific categories of exceptionality as the educable mentally retarded, the emotionally disabled, those with specific learning disabilities, and the gifted and talented.

Presenter:

Gar Brown
Special Education Specialist
Department of Special Education
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
217-782-6601

THE ROLE OF ETHNICITY IN SPECIAL EDUCATION IDENTIFICATION IN ILLINOIS

Illinois' public school population of children and youth aged 3-21 is comprised of five basic ethnic groups, which include Asians, a combined category for American Indians and Alaskan natives, Blacks, Hispanics, and Whites. For the decade of 1979-80 through 1988-89, Whites, Blacks, and Hispanics comprised 97.9 percent of Illinois' 1,877,646 (average) public elementary and secondary students aged 3 to 21 (68.8 percent, 21.7 percent, and 7.4 percent, respectively) and 98.8 percent of the 239,978 (average) students served in special education programs (71.2 percent, 22.5 percent, and

5.1 percent, respectively). Asians and American Indians/Alaskan Natives composed 2.1 percent of school enrollments and only 1.2 percent of the special education population.

Compared to the ethnic compositions of total public elementary and secondary education enrollments for the decade, disproportionality existed in the percentages of students of different ethnic origins who received special education and related services and placements made among special education programs. By the end of the decade, White students (14 percent) were more likely to be identified for special education services than were Blacks (13.0 percent), Hispanics (8.8 percent), American Indian/Alaskan Natives (7.6 percent) or Asians (5.9 percent). The percentages of students of different ethnic origins who were identified for special education services across school districts varied substantially; e.g., 0-53.7 percent for Blacks and 0-43.8 percent for Hispanics.

While the disproportionate representation of ethnic groups in special education programs is likely the result of culturally biased methods of measuring need for special education services, non-uniform applications of ethnically neutral and subject-relevant program entrance criteria, nondistinct eligibility criteria for special education services of two or more categories of disabilities, extended effects of poverty or some combination of these processes, the data collected for these analyses were only relevant to determination of proportional relationships of ethnic groups in special education programs compared to enrollments in the public education system and therefore did not yield any clues regarding specific causes of the ethnic disproportionalities that were identified.

Presenter:

Donna Gray-Hanc
Special Education Information Specialist
and
John Kierstead
Special Education Coordinator
Division of Special Education
State Department of Education
State House, Station 23
Augusta, ME 04333
207-289-5950

RECLASSIFICATION OF EXCEPTIONAL STUDENTS IN MAINE: 1987-1989

The Maine Division of Special Education analyzed Maine's child count to determine possible reclassification of exceptional students from the 1987 child count through the 1989 child count. The data were analyzed by tracking individual students ages 5, 6, and 7 (in 1987), and 11, 12, and 13 (in 1987) for a three year period (to ages 7, 8, and 9 and 13, 14, and 15 in 1989), and determining which students experienced a change in exceptionality classification.

The study focused on the rate of reclassification in five exceptionalities - mental retardation, speech/language impairment, behavioral impairment, learning disability and multihandicapped - and the type of reclassification within each exceptionality. In addition, the relationship between a change in residence and reclassification was studied.

RESULTS

The study revealed that reclassification occurred within all exceptionalities examined, with the greatest frequency of reclassification occurring from the categories of mental retardation, speech/language impairments, behavioral impairments, and multihandicapped to the category of learning disabilities (see Table 6 and Figure 11).

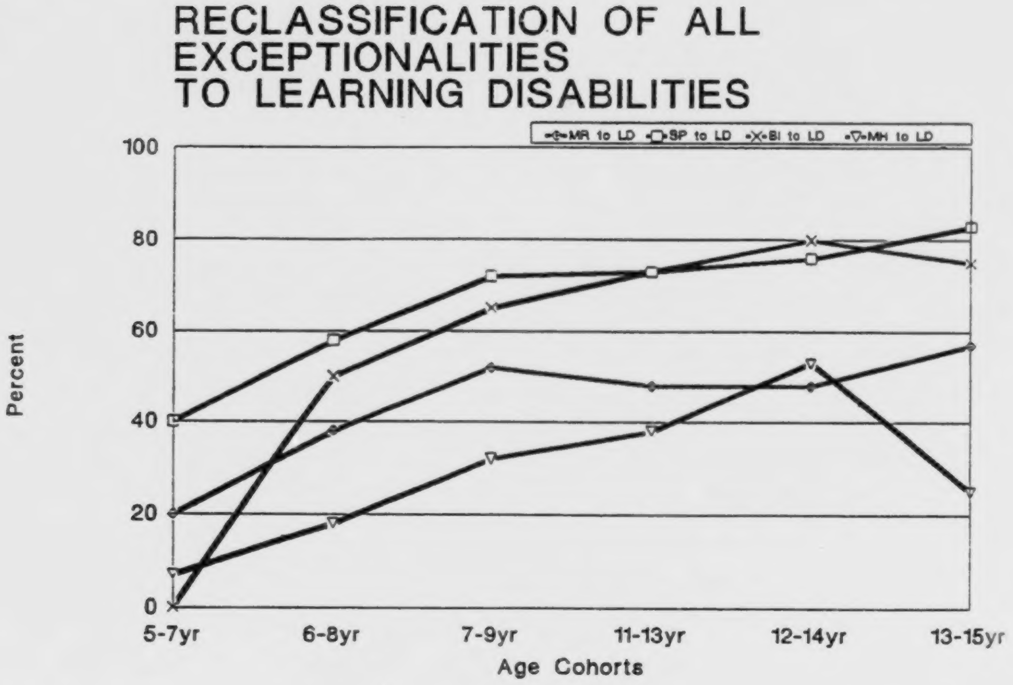
In addition, the categories of mental retardation, behavioral impairments, learning disabilities, and multihandicapped showed a fairly high rate of reclassification to the category of speech/language impairments in the 5-7, 6-8, and 7-9 year cohorts, but this did not hold true for the 11-13, 12-14, and 13-15 age year cohorts.

Table 6

Reclassification of Other Exceptionalities to Learning Disabilities in all Age Cohorts

	5-7 yr.	6-8 yr.	7-9 yr.	11-13 yr.	12-14 yr.	13-15 yr.
MR	20%	38%	52%	48%	48%	57%
SP	40%	58%	72%	73%	76%	83%
BI	0%	50%	65%	73%	80%	75%
MH	7%	18%	32%	38%	53%	25%

Figure 11


RECLASSIFICATION OF ALL EXCEPTIONALITIES TO LEARNING DISABILITIES
MR to LD
SP to LD
BI to LD
MH to LD
100
80
60
40
20
0
Percent
5-7yr
6-8yr
7-9yr
11-13yr
12-14yr
13-15yr
Age Cohorts

The highest rate of reclassification of students with learning disabilities in the 5-7, 6-8, and 7-9 age cohorts was to the category of speech/language impairments, while the highest rate of reclassification at the 11-13, 12-14, and 13-15 year cohorts was to the category of behavioral impairments.

Overall, the exceptionality experiencing the highest rate of reclassification was multihandicapped, followed by mental retardation (see Figure 12).

A higher percentage of students in the older age groupings are staying in the system for three years (64-66 percent) than the younger age groupings (55-59 percent) (see Table 7).

A higher percentage of students in the younger age groupings are experiencing a change in exceptionality (20-24 percent) than the older age groupings (16 percent).

It does appear that a change in exceptionality more frequently accompanies a change in school district than it does for the population of exceptional students in general in this study. The most significant rate appears in the 13-15 year cohort, where the rate of reclassification with a town change is almost double the rate of the general population.

SUMMARY AND CONCLUSIONS

In our problem statement we identified a series of questions to be addressed by this study:

Speech/Language Impairment

> *Is there a relationship between students classified as speech/language impaired peaking at age 7 and declining from that age forward, and the students classified as learning disabled increasing during the age span until age 11?*

Students with speech/language impairments were reclassified at a fairly low rate (13 percent) at the 5-7 age year cohort; however, the rate gradually increased until the 13-15 age year cohort in which the rate of reclassification in students with speech/language impairments was the highest of all exceptionalities in the study. Within this exceptionality, the rate of reclassification of speech/language impairments to learning disabilities was the highest through all six age cohorts, starting at 40 percent of the 5-7 age year cohort and increasing to 83 percent of the 13-15 age year cohort.

Possible explanations for this include:

Figure 12

RECLASSIFICATION RATE BY AGE COHORT AND EXCEPTIONALITY

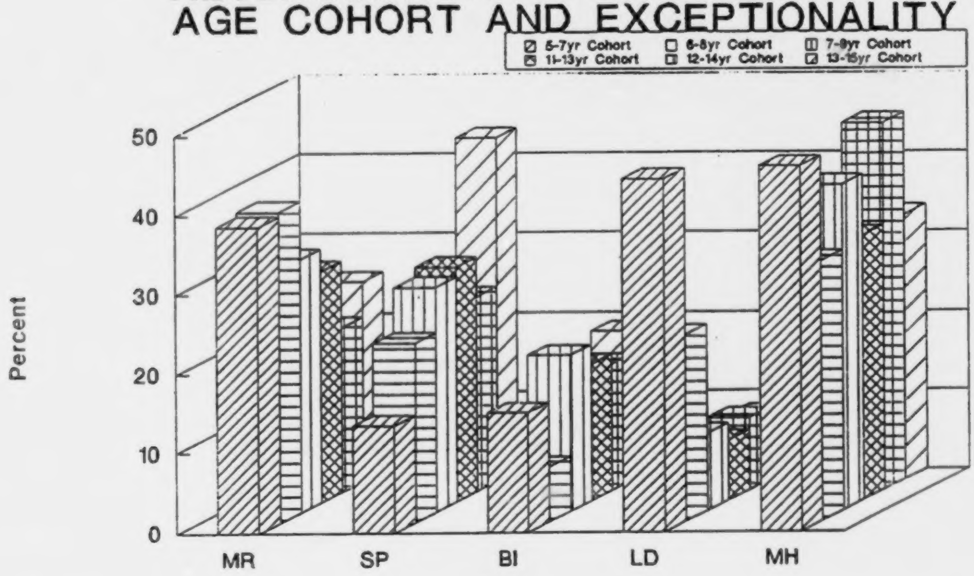


Table 7

General Data

	5-7 yr.	6-8 yr.	7-9 yr.	11-13 yr.	12-14 yr.	13-15 yr.
1987 child count	1,129	1,585	2,062	2,082	2,045	1,597
Percent students in study	55% (619)	59% (929)	59% (1,210)	66% (1,374)	66% (1,340)	64% (1,252)
Percent with no change	80% (493)	76% (703)	76% (923)	84% (1,156)	84% (1,129)	84% (1,049)
Percent with 1 change	18% (109)	21% (199)	21% (255)	14% (197)	14% (186)	14% (177)
Percent with 2 changes	3% (17)	3% (27)	3% (32)	2% (21)	2% (25)	2% (26)
Percent with town change	14% (86)	11% (101)	11% (133)	12% (117)	13% (174)	18% (223)
Percent with town and exceptionality change	18% (23)	14% (32)	15% (42)	18% (40)	20% (42)	33% (71)

- Sixty-four percent of the 3-5 age year exceptional population are labeled speech/language impaired, which at an early age is a safe diagnosis, more easily discerned and less threatening to parents. In the absence of any achievement or academic standards, there is no criteria at that age on which to determine the student has a learning problem or disability. It is only in a formal education setting that the speech/language impairment is associated with success in the academics. The result is a reclassification from speech/language impairments to learning disabilities based on the criteria for determining a learning disability. This appears to be an accepted practice in this State, based on discussions with several special education directors.

- Learning disabilities may be a more accepted exceptionality for parents, students, and educators.

- The high reclassification rate at the 12-14 and 13-15 age year cohorts may be due to the lack of speech/language services at the secondary level.

- The low reclassification rate at the 5-7 age year cohort may be due to the lack of academic data which would indicate a learning disability. It is at age 7, when students are expected to be able to read and write, that educators are more likely to identify a student as learning disabled rather than speech/language impaired.

Are students classified as speech/language impaired being reclassified to another exceptionality (other than to learning disabilities)?

It appears that the rates of reclassification of students with speech/language impairments to mental retardation, behavioral impairments and multihandicapped are fairly insignificant throughout all six age cohorts. The highest, other than learning disabilities, was 19 percent to mental retardation at the 5-7 age year cohort.

Mental Retardation

Are students classified as mentally retarded being reclassified to another exceptionality? If so, is it to a specific exceptionality?

Students with mental retardation are reclassified at a higher rate in the younger age cohorts (5-7, 6-8, and 7-9) (36 percent average) than the older age cohorts (11-13, 12-14, and 13-15) (25 percent average). Within these, reclassification at the 5-7 age year cohort was to speech/language impairments

(35 percent) and multihandicapped (35 percent), while the highest rate at all other cohorts was to learning disabilities.

Possible explanations for this include:

- at the younger age cohorts of 5-7 and 6-8, the students may be the most severely involved, therefore resulting in a true multihandicapped classification;
- also at the younger cohorts of 5-7 and 6-8, the reclassification to speech/language impairments may indicate misdiagnosis due to a perceived language delay problem only;
- at the older age cohorts, it may be that many of the students involved in reclassification were those who were originally classified as EMR (educable mentally retarded) students several years ago, and now are being reclassified to learning disabilities; and
- learning disabilities may be a more accepted exceptionality for parents, students, and educators.

Does reclassification of students with mental retardation have any relationship to the significant decrease in the number of students with mental retardation in Maine's child count?

An average of 28 percent of students with mental retardation are being reclassified to other exceptionalities. At the same time, there are no other exceptionalities that are reclassifying to mental retardation at a high rate other than multihandicapped at the 5-7, 6-8, and 13-15 age year cohorts. This is resulting in a net loss of students classified as mentally retarded.

Behavioral Impairment

Are students classified as behaviorally impaired being reclassified? If so, is it to a specific exceptionality?

Students with behavioral impairments were reclassified at a fairly low rate (17 percent average) throughout the six age cohorts. When students with behavioral impairments were reclassified, it was to speech/language impairments and multihandicapped at the 5-7 age year cohort, and to learning disabilities at the 6-8, 7-9, 11-13, 12-14, and 13-15 age year cohorts.

Possible explanations for this include:

- even though high percentages occur in the reclassification to learning disabilities, there are very small numbers involved in the reclassification;
- there may be misdiagnosis occurring at the early age cohorts due to the inability of some students to adjust to the rigid structure and learning styles presented in the schools;
- at the 6-8 age year cohort and subsequent age cohorts, academic data are now available to determine a learning disabilities classification, and/or the students are choosing to conform to the school structure and are eliminating their behavioral impairments to allow for better diagnosis; and
- learning disabilities may be a more accepted exceptionality for parents, students, and educators.

Learning Disability

Is there a relationship between students classified as learning disabled and students classified as speech/language impaired?

Are students classified as learning disabled being reclassified and, if so, to what exceptionality?

Students with learning disabilities were reclassified at a high rate (44 percent) in the 5-7 age year cohort. This rate quickly declined to less than 10 percent by the 7-9 age year cohort, and remained at less than 10 percent for the 11-13, 12-14, and 13-15 age year cohorts.

When students with learning disabilities were reclassified, it was to speech/language impairments at the younger age cohorts (5-7, 6-8, and 7-9) and to behavioral impairments at the older age cohorts (11-13, 12-14, and 13-15).

Possible explanations for this include:

- since the actual number of students involved in reclassification are very small, it is difficult to draw any conclusions;
- there may be misdiagnosis at the early age cohorts due to lack of academic performance data;
- speech/language impairments may be a more accepted exceptionality for parents, students, and educators;

- there may be confusion between the relationship of a language problem and learning disabilities; and

- at the older age cohorts, adolescence as well as the move to a junior high environment and a different system of curriculum implementation may be having an impact. It is highly likely the students still have a learning disability, but the behavioral impairment may become the primary exceptionality.

Multihandicapped

Is there a relationship between students classified as multihandicapped and students classified as mentally retarded?

Are students classified as multihandicapped being reclassified to another exceptionality? If so, what exceptionality?

Students with multihandicaps were reclassified at the highest rate in all age cohorts, except the 6-8 cohort in which it was the second highest. Overall, 38 percent of students with multihandicaps were reclassified. These students were reclassified most frequently to mental retardation at the 5-7, 6-8, and 13-15 age year cohorts, and to learning disabilities at the 7-9, 11-13, and 12-14 age year cohorts. In addition, in the younger age cohorts, students with multihandicaps were reclassified at the second highest rate to speech/language impairments, while in the older age cohorts they were reclassified at the second highest rate to behavioral impairments.

Possible explanations for this include:

- possible confusion with the definition - it is possible that districts are using the multihandicapped category when they can not determine one primary exceptionality rather than using it for more severely involved students;

- reclassification to mental retardation at the 5-7 and 6-8 year cohorts may be an accurate reflection of reclassification of severely involved students;

- the 13-15 age year cohort reclassification rate may be an indication of parent involvement and the school determining the need for additional services from other agencies (e.g., Bureau of Mental Retardation);

- learning disabilities may be a more accepted exceptionality for parents, students, and educators at the 7-9, 11-13, and 12-14 age year cohorts; and

- reclassification of the 7-9, 11-13, and 12-14 age year cohorts to learning disabilities may involve students who were classified as EMR several years ago.

Town Change

Is there a relationship between the reclassification of exceptional students and their move to another community(s)?

Based on the data examined in the study, it is highly likely that if an exceptional student changes residence and moves from one school administrative unit to another the student will experience a reclassification in exceptionality. The most significant rate appears in the 13-15 age year cohort, where the rate of reclassification with a town change is almost double the rate of the general population.

Possible explanations of this include:

- The high percentages in reclassification when a town change was involved may be due to the lack of student records or information being transferred in a timely manner to a receiving community. Rather than risk parents complaining or requesting a hearing because a PET was not called due to the lack of student records or information, PET's were called and determinations made with data gathered by the receiving school.

- Parents may not want receiving schools to know that their child was in special education in another community, and enroll the student without any information being available to determine if special education is necessary, therefore a new PET determines a new classification.

- The level of sophistication in the identification and assessment process, including personnel trained to administer the assessments, varies greatly throughout Maine's communities. The Maine Department of Education offers little guidance on this topic. School administrative units are left to their own resources to classify or reclassify exceptional students.

- At the 13-15 age year cohort, students are leaving junior high for high school. In some of Maine's rural areas, students leave the community to attend public or private secondary schools in a different town. This may also be a point at which families would be more apt to move - before the freshman year in high school.

- Adolescence may be affecting reclassification rather than the move - or in conjunction with the move.

Presenter:

Mari Molenaar
Research Analyst
State Department of Education
Division of Special Education
CN 500, 225 W. State Street
Trenton, NJ 08625
609-633-6972

TRENDS IN CLASSIFICATION RATES BY RACE AND GENDER

In New Jersey, pupils with disabilities are classified either by a child study team (CST) or a speech-language specialist. The CST and speech classification rates differ based on the racial-ethnic-gender group of the pupils. The CST and speech rates were examined separately over five years to determine if any patterns of classification could be found.

CST Classification Rates. The higher CST classification rates for males compared with females (about 2:1) is consistent and long standing. Over the past five years, CST classification rates within gender among racial-ethnic groups showed that the rates for Blacks were about 25 percent higher than the rates for Whites and Hispanics. In addition, the Black and Hispanic male CST classification rates increased more than White males during the same period. Furthermore, Black male neurologically impaired (NI) and multiply handicapped (MH) classification rates increased more than the White male rates over the five years.

CST classification rates vary from county to county and district to district. The highest classification rates for minority pupils were not in urban counties where their populations are concentrated, but in suburban and rural counties which have fewer minority pupils. There was no relationship between CST classification rates and district size or District Factor Grouping (DFG - a 10 point scale of socioeconomic status). Reasons for the differences in county and district CST classification rates by racial-ethnic-gender group lay outside the data available for analysis.

Speech Classification Rates. The speech rates for males were slightly higher than for females in every racial-ethnic group. The ratio between rates for males and rates for females in speech rates varies among racial-ethnic groups. The speech rates for all groups decreased slightly over the last five years. During the same period, the ratios of the speech rates between minority and white gender groups decreased from about 1:1 to about 0.8:1 with the largest drop in the Black male/White male ratio.

Presenter:

Betty Boutotte Kee
Educational Consultant
New Mexico State Department of Education
Special Education Unit
Education Building
300 N. Don Gaspar
Santa Fe, NM 87501-2786
505-827-6541

ANALYSIS OF IDENTIFICATION OF CHILDREN WITH DISABILITIES BY ETHNICITY AND URBANICITY

Identification of disability and placement in special education have been the most outstanding areas of non-compliance with State and Federal regulations and standards in New Mexico since the first Federal monitoring in 1987. A frequently issued citation has been "use of a single source for identification" which would be reliance upon the Educational Diagnostician's evaluation and that single individual for identification of a disability and eligibility for placement.

In addition to this reliance upon test scores and test administrators as identifiers of handicaps, identification and placement might be effected by inadequacies in the evaluation procedures and instruments for evaluating culturally different populations, as well as State criteria for identification and eligibility which support overreliance on diagnostic evaluations for identification and placement.

The purpose of this study is to examine the possible effects of urbanicity (urban, suburban, rural settings) might have on the ethnic distribution in identification of disability. The disabilities chosen for examination were Seriously Emotionally Disturbed (SED), Learning Disabled (LD), Speech and Language Impaired (SL), and Mentally Retarded (MR). Only Anglo, Hispanic, and Native American populations were studied. The remaining ethnicities are very small in number in the State of New Mexico. Data used in the study are from the December 1, 1989 Child Count. Those disabilities and settings which varied significantly from the State norm are listed by ethnic category as follows:

Anglo:
Urban -- SED, LD, SL, MR
Suburban -- SED, MR
Rural -- LD, SL, MR

Hispanic:
Urban -- SL
Suburban -- LD, SL, MR
Rural -- SED, LD, SL, MR

Native American:
Urban -- SED, MR
Suburban -- SED, LD
Rural -- LD, MR

Presenter:

Peggie Campeau
and
Brad Hesse
American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302
415-493-3550

STUDY OF ANTICIPATED SERVICES FOR THE DISABLED -- PROJECT PASS (PERFORMANCE ASSESSMENT FOR SELF-SUFFICIENCY)

The increased emphasis in the EHA Amendments of 1990 on improving transition services and outcomes underscores the importance of developing reliable data to support transition planning at local and State levels, and to inform Congress and OSEP at the national level. Project PASS is developing and testing a new approach to obtaining information that schools can provide easily and accurately -- information that has implications for the types of transition services exiting special education students will require.

One element of the new approach is the PASS instrument (standing for *Performance Assessment for Self-Sufficiency*). It was developed by AIR in collaboration with well-known transition experts and State and local administrators and practitioners in special education and adult services, and was tried by teachers in a small pilot test in one State. The PASS obtains teacher ratings of student performance in four broad domains: Daily Living, Personal and Social Development, Employment, and Educational Performance. These ratings have service implications. For example, very low performance ratings on several related indicators such as "moves self about in immediate neighborhood; uses public transportation; uses maps or bus schedules" suggest the need for assistance with mobility and transportation aspects of Daily Living. The PASS instrument also provides information about the student's training, education, employment, and other aspects of his or her situation, as well as major problem behaviors that are exhibited to the degree that they are likely to cause loss of job or friends, to interfere seriously with employment and social adjustment, or to restrict significantly residential and training placements.

No special assessment is required; teachers complete the PASS based on what they already know about the student from direct observation or other reliable input. In the pilot test, teachers were able to complete the PASS for an individual student in less than 20 minutes on average. They considered this to be a reasonable amount of time, and thought that the process was valuable. Teachers said that completing the PASS raised their consciousness about many aspects of the individual's performance, and prompted them to reflect on what they were, and were not, emphasizing in their special education programs. In particular, they thought the PASS would be a useful tool to integrate in transition planning for individual students.

In Project PASS, AIR will take these next steps: (1) conduct a field test in 10 States to test administrative procedures for successful data collection and transfer of the assessment data for approximately 1,000 students (with adequate representation for each disability category presently used for reporting by States); (2) use the field test data for psychometric analysis and refinement of the PASS instrument; (3) develop a microcomputer-based expert system to convert the performance data into individual and aggregate projections of anticipated services for exiting students; and (4) evaluate the utility of the expert system and the PASS approach in tryouts with end users in their offices and in a laboratory setting.

AIR is conducting Project PASS under a three-year cooperative agreement with the Department of Education's Office of Special Education Programs (OSEP): from October 1, 1990, to September 30, 1993. Presently, more than 30 transition specialists and experienced practitioners are assisting the AIR development team to build the "decision rules" that the computerized expert system will use to convert PASS assessment data into projections of service needs. Relying on their extensive experience in assisting clients with disabilities, these experts are identifying the key characteristics of an individual that trigger their decisions that a particular service will be essential. They are also advising the AIR team on which of these characteristics are most crucial to include in the expert system.

Prior to developing the expert system, AIR is seeking guidance from State and local administrators, analysts, and practitioners who are potential users of the information the PASS system will provide to support transition planning. For example, a "data system task force" (composed of representatives from five States, one intermediate education agency, and one local school district) is advising AIR on alternative administrative procedures for collecting the PASS data, and on some basic design preferences for the expert system that will enhance its flexibility and appeal to potential users.

Presenter:

Marsha Wicks
MIS Director
Seminole County Schools
1211 Mellonville Avenue
Sanford, FL 32711
407-322-1252

NATIONAL SYSTEM FOR THE ELECTRONIC TRANSFER OF STUDENT RECORDS

(Summary not provided)

Wednesday, March 27, 1991

Presenter:

Ron Kowalski
Education Program Specialist
ED/OSEP, Switzer Building
3rd and C Streets, S.W.
Washington, D.C. 20202
202-732-1106

OSEP PROCESSING OF CHILD COUNT DATA FOR THE DISTRIBUTION OF FUNDS

This presentation is designed for experienced data managers who are interested in OSEP's routine processing of data and information and how it might affect the distribution of funds to their States and subsequent administration of those funds.

Although most data managers are familiar with the general activities and processing related to formula grant awards, this presentation will highlight and describe unique characteristics and nuances in the processing sequence for funds.

The sequence may directly or indirectly affect State administration of formula grant programs based on when a State actually receives a formula grant for each of the programs it has made an application and for the correct amount. This would include the forms and uses, how the data are collected, when it is reported, to whom, what program funds are affected, how they are affected, when the grant is received, how it could be verified or changed and, *more importantly*, what a State can do to make the whole process as simple as possible and predictable.

All this must take into account unique practices in how a State goes about doing business--getting and distributing funds in ways that are timely, supporting effective services to children, promoting program improvement in the State and surviving an audit.

As a result of participation in this session, data managers will know more about the unique processing characteristics for funding in OSEP and how to proactively intervene (formally and informally) to reduce errors, receive funds in a predictable and timely manner, verify results, correct errors, report changes, monitor progress and effectively utilize funds for the programs and children they support.

Outcomes

Experienced Data Managers attending this session will be able to identify the six major milestones in the data collection/funds distribution process; describe the data collection and reporting process from receipt of instructions to, and including, the grant closeout; identify the appropriate instructions and forms needed to meet federal reporting requirements for funds distribution; and describe the appropriate time cycles for data collection, reporting, funds availability, eligibility, revisions, and redistribution and closeout.

Outcome #1: Identify the Six Major Milestones in the Data Collection/Funds Distribution Process

The six major milestones in the data collection funds distribution cycle are:

1. Data collection (instructions).
2. Data reporting (forms Parts (I, II, III, and IV on time).
3. Funds availability (July 1, 1991 for the 12/1/90 count).
4. Eligibility (other instructions/forms on time).
5. Revisions and redistribution (data timetable for funds and the report to Congress).
6. Closeout (state accounting and finance expenditure report).

Outcomes #2, 3, 4: Describe the Data Collection and Reporting Process From Receipt of Instructions to, and Including, the Grant Closeout

The data collection and reporting process has several interrelated steps which are as follows:

OSEP	STATE
Completes and mails instructions, OSEP bulletin #91-4.	
	State Director reviews and distributes Parts I, II, and III with instructions to appropriate program staff and copies to data manager.
Completes and mails additional instructions as needed e.g., Part B Performance Reports, Section 619 Application Instructions, State Plan review process, timeline requirements.	
	State Director reviews instructions and distributes copies to appropriate program staff and data manager. State staff call Federal contact person listed with any questions as necessary. State staff assigned for each part and table prepare and execute the State data collection plan within the timeline specified. State staff (data manager) coordinate State data and prepare the official State data report (first level verification) for State level signoff. Reports to the federal office consistent with any instructions and timelines specified in the data report instructions or other subsequent instructions.
Logs and reviews all data report documents (initial, updates, revisions) i.e., completes and corrects (funds accounting/control standards). Approves for processing or corrects as needed. Corrections are processed by State data reports unit (DPAP/PPIB). Records relevant grant data for internal reporting and verifies with State(s).	

OSEP	STATE
	Reviews State reported data and provides appropriate verifications requested.
Prepares and reports State allocation estimates to States via SpecialNet, data managers meeting and State directors meeting. Requests official State allocations for all programs and verifies results using program staff guidelines. Once verified, prepares official Congressional notification and distributes to States. Determines eligibility on a program by program basis (State contacts in DAS/DES). Prepares grant letter (State contacts in DAS/DID) and processes grant award documents (DPAP/PPIB). The availability of funds to States begins July 1. Of the appropriation fiscal year (AFY) which is the first of three parts in the 27 month grant cycle.	
	Receives formal grant documents (CCSO) and distributes to appropriate office(s). Prepares quarterly finance reports and reports to Federal finance office. Collects and aggregates child count data changes associated with ongoing verification, State monitoring, State audits, local audits, and local verification procedures. Reports *revisions* to the federal office (est. 12th month of grant cycle). Repeats the above cycle for *revisions*.

OSEP	STATE
Collects and aggregates all revisions submitted for each program and determine funds available for *redistribution*. Requests official State allocations for relevant programs and verifies results using program staff guidelines. Prepares grant letter and processes grant award documents (DPAP/PPIB). Federal grant obligation period ends September 30 of the grant fiscal year (GFY) or the 15th month of the grant cycle.	
	Receives formal grant documents (CCSO) and distributes to appropriate office(s). Prepares quarterly finance reports and reports to Federal finance office. *Closeout* the grant at the end of the tydings fiscal year (TFY) which ends the 17 month grant cycle.

OSEP CONTACT LISTINGS FOR FUNDING

Data Collection Forms or Instructions	All programs - Lou Danielson (DID) (202) 732-1119
Data Reports	All programs - Mary Gardner (DPAP) (202) 732-1026 Initial counts, updates, revisions for Part I and Part II. Completed set of Part III, Tables 1, 2, 3, and 4 and Part IV
Eligibility and Formula	State grants - Lois Taylor (DAS) (202) 732-5830
	Chapter I - Lois Taylor (DAS) (202) 732-5830
	Preschool - Nancy Treusch (DES) (202) 732-1097
	Part H - Bobbie Stettner-Eaton (DES) (202) 732-2028
Grant Processing	All programs - Mary Gardner (DPAP) (202) 732-1026
Revisions	All programs - Mary Gardner (DPAP) (202) 732-1026
Redistribution	All programs - Mary Gardner (DPAP) (202) 732-1026
Closeout	All programs - ED Finance Office - See Attachment

Footnote:

Federal fiscal year (FY) = October 1 through September 30 - (for the December 1, 1990 child count funds are available July 1, 1991).

Appropriation year = (FY) 1991 = October 1, 1990 - September 30, 1991.

Grant year = (FY) 1992 = October 1, 1991 - September 30, 1992.

Tydings year = (FY) 1993 = October 1, 1992 - September 30, 1993.

SESSION V

Presenter:

Paul Planchon
Associate Commissioner, ESESD
National Center for Education Statistics
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5651
202-219-1614
and
Marilyn McMillen
Statistician
National Center for Education Statistics
555 New Jersey Avenue, N.W.
Washington, D.C. 20208-5651
202-219-1754

Paul Planchon presented an Overview of the National Forum on Educational Statistics. Marilyn McMillen presented on Data Recommendations and the Implementation of the National Education Statistics Agenda. Both presentations were based on text from "A Guide to Improving the National Education Data System" prepared by NCES; the Executive Summary may be found in Appendix G.

Presenters:

Lou Danielson
Branch Chief, Special Studies
ED/OSEP, Switzer Building
3rd and C Streets, S.W.
Washington, D.C. 20202
202-732-1119

Martha Coutinho
Branch Chief, Research and Development
ED/OSEP, Switzer Building
3rd and C Streets, S.W.
Washington, D.C. 20202
202-732-1106

Ron Kowalski
Education Program Specialist
ED/OSEP, Switzer Building
3rd and C Streets, S.W.
Washington, D.C. 20202
202-732-1106

OSEP INITIATIVES IN PROGRAM IMPROVEMENT

OSEP staff summarized work performed by the National Center on Educational Outcomes, the Center for Policy Options in Special Education, and the Dropout Prevention Program. Following are descriptions of each.

A. National Center on Educational Outcomes

The current emphasis on educational opportunities and outcomes for students in America's schools applies to all students. Included in our schools today are students with disabilities such as visual and hearing impairments, emotional disabilities, mental retardation, learning disabilities, physical impairments, and severe multiple disabilities. Yet, policy makers who have been identifying goals and assessing educational outcomes for students in America's public schools often have omitted from consideration those students with disabilities.

In response to the need for educational policy to be truly inclusive of all students, and to improve educational results for students with disabilities, the National Center on Educational Outcomes has been established in the University of Minnesota's College of Education.

The Center's Purpose

The mission of the Center is to provide nationwide leadership in the development of a comprehensive system of educational outcome indicators for students with disabilities. The Center also seeks to promote national discussion of educational goals and indicators of educational outcomes that are inclusive of students with disabilities.

The Center is fulfilling its mission through the following activities:

- **Development of a System Model** - Through input from State Directors of Special Education, policy makers, educators, parents, and persons with disabilities, a framework is being developed for a comprehensive system of outcome indicators for students with disabilities.
- **Identification of Outcome Indicators** - With direction from the system model and State practices, outcome indicators are being delineated. These indicators will be used in assessing the outcomes of various educational programs.
- **Descriptions of State Practices** - Annual summaries of State approaches to outcomes assessment are being provided to State Directors of Special Education and others.
- **Analysis of Available Data** - Existing national and State data are being analyzed from the perspective of the new conceptual model to answer current questions and to link State data with other existing data.
- **Development of Solutions to Technical Issues** - Solutions are being developed for technical issues that arise as States implement outcome indicator systems.
- **Dissemination of Information** - By sharing information, the Center is keeping States and others informed about the developing system of outcome indicators.

The Center's Impact

The Center is seeking answers to a number of questions of concern to educational policy makers, school personnel, parents, and others, including the following questions:

- What are appropriate outcomes to expect for children and youth with disabilities?
- How are States currently assessing educational outcomes for students with disabilities?
- What strategies seem most effective in enhancing educational outcomes for children and youth with disabilities?
- How do we integrate the assessment of educational outcomes for students in special education programs with the assessment of outcomes for students in general education?

Through its work, the Center is helping to meet the following needs:

- **Accountability**: States will be able to use a consistent, conceptually-based system to document outcomes and respond to questions about the extent to which students with disabilities profit from education.
- **Program Improvement**: States and local education agencies will be able to use the system along with other information to improve interventions, and to improve the management and evaluation of educational programs.
- **Policy Analysis**: Policy makers will be able to use the data to formulate policies, and to evaluate the extent to which policies are put into practice and achieve desired outcomes.
- **Public Information**: The system of outcome indicators will serve as a vehicle to provide public constituencies with information that they have a right and need to know.

The Center's Collaborative Relationships and Support

The National Center on Educational Outcomes is located in the College of Education, University of Minnesota, Minneapolis. It is supported substantially by funds from the Office of Special Education Programs in the U.S. Department of Education and by the University of Minnesota. The work of the Center is being conducted through collaborative relationships with the National

Association of State Directors of Special Education (NASDSE), the University of Minnesota Department of Educational Psychology, and the St. Cloud State University Department of Applied Psychology. A national group of experts is providing ongoing consultation to the Center. These experts include State Directors of Special Education, national policy makers, educators, parents, and individuals with disabilities.

Further Information

Additional information on the National Center on Educational Outcomes and its activities can be obtained by contacting Robert H. Bruininks, Center Director, or Martha L. Thurlow, Assistant Director.

National Center on Educational Outcomes
University of Minnesota
111 Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 626-1530
TTD (612) 624-7003
FAX (612) 624-9344
SpecialNet; MN.OUTCOMES

B. Center for Policy Options in Special Education

Education in the 1990s and beyond -- a challenge facing educators and community leaders alike. As general educators invest significant resources in the restructuring of the existing system, special educators are recognizing the value and need of joining the movement. To further such activities, the Center on Policy Options in Special Education was created to serve as a catalyst in the identification of salient policy issues in the restructuring of educational services for students with disabilities.

What is the Center?

The Center will provide an opportunity for leaders in general and special education to jointly address pressing policy issues facing special education within the context of educational restructuring.

The goal of the Center is to develop policy options for state and local special education programs in three areas:

- School-site Restructuring;
- Outcome Assessments; and
- Students with Severe Behavior Disorders

Who is Involved?

The Center will bring together diverse groups of individuals representing both general and special education who will provide their expertise and perspectives in identifying policy issues and developing policy options in the three areas.

Representatives of major education associations and agencies will be involved throughout the process of issue identification and policy development. Input from these stakeholders will be critical in defining the issues as well as providing guidance in selecting policy options and assessing their impacts.

In addition, topical issues will be considered by special work groups. Members of these groups represent both knowledge producers and consumers - researchers/program developers, administrators and service delivery personnel, and parents of children and youth with disabilities.

What are the Expected Outcomes of the Center?

For each of the three areas of focus, the Center will identify the pressing policy issues affecting students receiving special education services. Center staff working in collaboration with technical consultants and members of policy work groups will then identify and examine promising State and local policies and conduct analyses of these policies. Impact profiles summarizing the promising policies will be developed and disseminated to audiences at the federal, State, and local school levels.

Profiles of policy options related to school-site restructuring will be available Fall, 1991; outcome assessments in Winter, 1992; and severe behavior disorders in Summer, 1992. In addition, concept papers detailing major policy issues and similar documents will become available beginning in Spring, 1991.

Further Information May Be Obtained

Additional information on the Center may be obtained by contacting:

Margaret McLaughlin, Director (301-405-6495)
Mary Moore, Associate Director (301-251-4364)
Center for Policy Options in Special Education
Institute for the Study of Exceptional Children
and Youth
University of Maryland at College Park,
College Park, MD, 20742-1161

Funded by the U.S. Department of Education's Office of Special Education Programs Contract # HS 90-0500.01, the Center is a collaborative effort between the Institute for the Study of Exceptional Children and Youth, University of Maryland at College Park and Westat Corporation, an educational research consulting firm.

C. Dropout Prevention Program

Current OSEP Initiatives

I. Interventions to Support Junior High School and Students Who are At Risk of Dropping Out of School
($556,000; 3 cooperative agreements)

The purpose of this program is to support the development, implementation, and testing of interventions for junior high school-aged students who are classified as either seriously emotionally disturbed or learning disabled, and who are at risk of leaving school prior to completion. The goal of the interventions is to enhance students' engagement in school, and should include school, home, and community factors that result in engagement. These projects will provide interventions that include:

(1) intensive remedial reading and writing, culturally sensitive instructional procedures, matching with mentors, expansion of the school day to 10 hours, self-esteem building, structured weekends, provision of case management support to the family for accessing needed social services, and structured summers which include an Outward Bound Program (Seattle School District No. 1);

(2) a focus on the Hispanic population as nationally the highest at-risk dropout population, remediation of deficient social and task-related behaviors, social metacognitive problem solving training effective in significantly reducing truancy and behavioral incidents (an extension of previous research by an OSERS-funded P.I.), increasing monitoring of school attendance, student-student and adult-student bonding activities, increased parent participation and monitoring; increased teacher feedback reports, and parent problem solving training (University of California - Santa Barbara); and

(3) school and classroom interventions clustering in the areas of academic skills, transition skills, and staff development; home/family strategies that include home coordinators and parental involvement, and school/community strategies that involve work experience in the community, collaboration with the business community and a partnership with community agencies and organizations (University of Minnesota).

II. A Related Field Initiated Research Project

(1) *School Dropout in Learning Handicapped, At-Risk, and Nonhandicapped Students: Incidence, Causes, and Consequences.* The purpose of this five year project is to gain an understanding of what causes students to drop out of school, with a particular emphasis on the dynamics of the dropout process for learning handicapped and educationally at risk student groups. Beginning in 1988, ninth grade students are being prospectively studied to determine the importance of family background/demographic variables, historical/affective attributes, and high school experiences as causes of departure decisions. The five aims of the project are: (1) to establish the magnitude of the dropout problem for each of the three groups (annual and cohort dropout rate statistics across groups and within groups with respect to gender and ethnicity and with respect to reason for dropping out); (2) to test a causal model for school departure (dropout) decisions (including prediction of dropout); (3) to determine the impact of school characteristics; (4) to examine profiles of dropouts and relate these to school and student factors; and (5) to examine the short-term consequences of dropping out of school for the three groups (University of California at Riverside).

APPENDICES

APPENDIX A

LIST OF PARTICIPANTS

OFFICE OF SPECIAL EDUCATION PROGRAMS FIFTH ANNUAL CONFERENCE ON THE MANAGEMENT OF FEDERAL/STATE DATA SYSTEMS

March 25-27, 1991

STATE PARTICIPANTS

Julia Causey
Coordinator, Administrative Support Section
Alabama State Department of Education
Division of Special Education Services
50 N. Ripley Street
Montgomery, AL 36130-3901
TELEPHONE: 205-242-8114
FAX: 205-242-0482
SPECIALNET NAME: AL.SE

Richard Smiley
Program Manager
Alaska Department of Education
Box F
Juneau, AK 99811-0500
TELEPHONE: 907-465-2970
FAX: 907-463-5279
SPECIALNET NAME: AK.SE

Christine Hutchings
Monitoring Coordinator
Arizona Department of Education/Special Education
1535 West Jefferson
Phoenix, AZ 85007
TELEPHONE: 602-542-4831
FAX: 602-542-1849
SPECIALNET NAME: AZ.SE

Jim Chism
Administrator
Arkansas State Department of Education/Special Education
4 Capitol Mall
Room 105-C
Little Rock, AR 72201
TELEPHONE: 501-682-4223
FAX: 501-682-4313
SPECIALNET NAME: AR.SE

Lalit M. Roy
Consultant
California Department of Education
Special Education Division
721 Capitol Mall, Room 670
Sacramento, CA 95814
TELEPHONE: 916-323-4779
FAX: 916-327-3953
SPECIALNET NAME: CA.SE.MIS, CA.SE.ROY

Jack Lucas
SELPA Director
California Department of Education
Special Education Division
721 Capital Mall, Room 670
Sacramento, CA 95814
TELEPHONE: 916-323-4779
FAX: 916-327-3953
SPECIALNET NAME: CA.SE.MIS

Charmian Paulmeno
Colorado Department of Education
Special Education Services Unit
201 E. Colfax
Denver, CO 80203
TELEPHONE: 303-866-6689
FAX: 303-830-0793
SPECIALNET NAME: CO.SE

George T. White, Jr.
ISSIS Program Manager
Connecticut State Department of Education
165 Capitol Avenue, Room 355
Hartford, CT 06145
TELEPHONE: 203-566-3461
FAX: 203-566-1625
SPECIALNET NAME: CT.SE

Bernadette T. Quinn
Coordinator Federal Programs
D.C. Public Schools
Webster Administrative Building
10th & H Streets, N.W.
Washington, DC 20001
TELEPHONE: 202-724-2141
FAX: 202-724-5094
SPECIALNET NAME: DC.SE

David Burket
State Office of Special Education
D.C. Public Schools
10th & H Streets, N.W.
Washington, DC 20001
TELEPHONE: 202-724-4018
FAX: 202-724-5094
SPECIALNET NAME: DC.SE

Lavan Dukes
Administrator
Education Information Services/MIS
Florida Department of Education
Florida Education Center, Room 722
325 West Gaines Street
Tallahassee, FL 32399-0400
TELEPHONE: 904-487-2280
FAX: 904-487-1889
SPECIALNET NAME: FLMIS

Landis Stetler
Program Specialist, Information Systems
Florida Department of Education
Florida Education Center, Room 614
325 West Gaines Street
Tallahassee, FL 32399-0400
TELEPHONE: 904-488-3205
FAX: 904-487-4592
SPECIALNET NAME: BEEPA

Martha Beech
Research Associate
413 Carothers Hall
Center for Educational Tech.
Florida State University
Tallahassee, FL 32306
TELEPHONE: 904-644-4720

Nancy Buice
Consultant, Title VI-B
Georgia Department of Education
1966 Twin Towers East
Atlanta, GA 30334
TELEPHONE: 404-656-6319
FAX: 404-651-6457
SPECIALNET NAME: GA.SE

Marcia Jenkins
Educational Specialist
Hawaii Department of Education
3430 Leahi Avenue
Honolulu, HI 96815
TELEPHONE: 808-737-2377
FAX: 808-732-3701
SPECIALNET NAME: MJENKINS, HI.SE

Evonne Clement
Student Services Coordinator
Idaho Department of Education
2127 Cleveland Street
Boise, ID 83720
TELEPHONE: 208-334-3236
FAX: 208-334-2228
SPECIALNET NAME: ID.SE

Katherine Needs
Consultant
Idaho Department of Education
2127 Cleveland Street
Boise, ID 83720
TELEPHONE: 208-334-3940
FAX: 208-334-2228
SPECIALNET NAME: ID.SE

Gar Brown
Special Education Specialist
Department of Special Education
Illinois State Board of Education
100 North First Street
Springfield, IL 62777
TELEPHONE: 217-782-6601
FAX: 217-782-0679
SPECIALNET NAME: IL.SE

Judith Gilbert
Coordinator, Chapter 1, Handicapped Programs
Indiana Department of Education
Division of Special Education
229 State House
Indianapolis, IN 46204
TELEPHONE: 317-232-0581
FAX: 317-232-9121
SPECIALNET NAME: INDIANADSE

Hank Binder
Federal Projects Coordinator
Indiana Department of Education
Division of Special Education
229 State House
Indianapolis, IN 46204
TELEPHONE: 317-232-0571
FAX: 317-232-9121
SPECIALNET NAME: INDIANADSE

Monte Bowman
Data Manager
CODA Project
MSD of Washington Township
3801 East 79th Street
Indianapolis, IN 46240
TELEPHONE: 317-576-6993
FAX: 317-576-6985
SPECIALNET NAME: INCODA

John R. Lee
Administrative Assistant
Bureau of Special Education
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
TELEPHONE: 515-281-3176
FAX: 515-242-5988
SPECIALNET NAME: IOWASE

Mary Sullivan
Consultant, Program Evaluation
Bureau of Special Education
Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
TELEPHONE: 515-281-5461
FAX: 515-242-5988
SPECIALNET NAME: IOWASE

Rebecca Stottlemire
Data Control Supervisor
Kansas State Department of Education
120 East 10th
Topeka, KS 66612
TELEPHONE: 913-296-4945
FAX: 913-296-7933
SPECIALNET NAME: KANSASSE

Ron Swenson
Data Manager
Kansas State Department of Education
120 East 10th
Topeka, KS 66612
TELEPHONE: 913-296-4945
FAX: 913-296-7933
SPECIALNET NAME: KANSASSE

Chris Thacker
Consultant
Office of Education for Exceptional Children
Kentucky Department of Education
500 Mero Street
806 Capitol Plaza Tower
Frankfort, KY 40601
TELEPHONE: 502-564-4970
FAX: 502-564-6771
SPECIALNET NAME: KY.SE

Patricia Tinsley
Program Consultant
Office of Education for Exceptional Children
Kentucky Department of Education
500 Mero Street
806 Capitol Plaza Tower
Frankfort, KY 40601
TELEPHONE: 502-564-4970
FAX: 502-564-6771
SPECIALNET NAME: KY.SE

Emilie Coulter
CSPD Coordinator
Louisiana State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804
TELEPHONE: 504-342-3631
FAX: 504-342-7316
SPECIALNET NAME: LA.SE

John Durrett
Education Program Manager
Louisiana Department of Education
P.O. Box 94064
Baton Rouge, LA 70804
TELEPHONE: 504-342-1508
FAX: 504-342-7316
SPECIALNET NAME: LA.SE

Kaye Eichler
Section Chief
Louisiana State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804
TELEPHONE: 504-342-3631
FAX: 504-342-7316
SPECIALNET NAME: LA.SE

Barry L. McDaniel
Program Manager
Louisiana State Department of Education
P.O. Box 94064
Baton Rouge, LA 70809
TELEPHONE: 504-342-4812
FAX: 504-342-7316
SPECIALNET NAME: LA.SE

Teresa Waldrop
MIS Project Leader
Louisiana State Department of Education/MIS
3455 Florida Boulevard
Baton Rouge, LA 70804
TELEPHONE: 504-342-0090
FAX: 504-343-7316
SPECIALNET NAME: LA.SE

Donna Gray-Hanc
Special Education Information Specialist
Division of Special Education
State Department of Education
State House, Station 23
Augusta, ME 04333
TELEPHONE: 207-289-5950
FAX: 207-289-5900
SPECIALNET NAME: MAINESE

John Kierstead
Special Education Coordinator
Division of Special Education
State Department of Education
State House, Station 23
Augusta, ME 04333
TELEPHONE: 207-289-5950
FAX: 207-289-5900
SPECIALNET NAME: MAINESE

David Hayden
Branch Chief, Information Management Branch
Maryland Department of Education
Division of Special Education
200 West Baltimore Street
Baltimore, MD 20201
TELEPHONE: 301-333-2470
FAX: 301-333-8165
SPECIALNET NAME: MARYLANDDSE

Jim Harper
Staff Specialist III
Maryland Department of Education
Division of Special Education
200 West Baltimore Street
Baltimore, MD 20201
TELEPHONE: 301-333-2470
FAX: 301-333-8165
SPECIALNET NAME: MARYLANDDSE

Jeanne Elby
Grants Management Specialist
Division of Special Education
Massachusetts Department of Education
1385 Hancock Street
Quincy, MA 02169
TELEPHONE: 617-770-7463
FAX: 617-770-7605
SPECIALNET NAME: MASSACHUSETTSSED

Lucian Parshall
Senior Consultant
Michigan Department of Education
Special Education Services
P.O. Box 30008
Lansing, MI 48909
TELEPHONE: 517-335-0460
FAX: 517-373-7504
SPECIALNET NAME: MI.SE

Robert Fischer
Supervisor
Unique Learner Needs Section
Minnesota State Department of Education
Room 824, 550 Cedar Street
St. Paul, MN 55101-2233
TELEPHONE: 612-296-4164
FAX: 612-296-3272
SPECIALNET NAME: MN.SE

Gus Bowering
Data Management Consultant
Exceptional Student Learning Resource Center
Mississippi State Department of Education
P.O. Box 771
Jackson, MS 39205
TELEPHONE: 601-359-3488
FAX: 601-359-2326
SPECIALNET NAME: MS.SE

Graham Williams
Director, Special Education Administration
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
TELEPHONE: 314-751-3561
FAX: 314-751-1179
SPECIALNET NAME: MISSOURISE

Mike Chapman
Data Manager
Special Education Bureau
Office of Public Instruction
State Capitol
Helena, MT 59620
TELEPHONE: 406-444-2504
FAX: 406-444-3924
SPECIALNET: MT.SE

Elaine Bahr
Data Base Coordinator
Nebraska Department of Education
Special Education Office
301 Centennial Mall South
Lincoln, NE 68509-4987
TELEPHONE: 402-471-2471
FAX: 402-471-2701
SPECIALNET NAME: NE.SE

Ann Marek
Research Consultant
Special Education Branch
Department of Education
480 W. King
Carson City, NV 89710
TELEPHONE: 702-687-3140
FAX: 702-687-5660
SPECIALNET NAME: NV.SE

Vicki Schneider
Special Education Technical Consultant
Carson City School District
P.O. Box 603
Carson City, NV 89702
TELEPHONE: 702-885-6333
FAX: 702-885-6318
SPECIALNET NAME: NVTECH.PROJECT

Jane Weissmann
Consultant Services
Bureau for Special Education Services
State Department of Education
101 Pleasant Street
Concord, NH 03301
TELEPHONE: 603-271-3741
FAX: 603-271-1983
SPECIALNET NAME: NH.SE

Mari Molenaar
Research Analyst
State Department of Education
Division of Special Education
CN 500, 225 W. State Street
Trenton, NJ 08625
TELEPHONE: 609-633-6972
FAX: 609-984-8422
SPECIALNET NAME: NJ.SE

Mary Henningser
Educational Consultant
New Mexico Department of Education
Education Building
300 N. Don Gaspar
Santa Fe, NM 87501-2786
TELEPHONE: 505-827-6541
FAX: 505-827-6696
SPECIALNET NAME: NEMEXICOSE

Betty Kee
Educational Consultant
New Mexico Department of Education
Education Building
300 N. Don Gaspar
Santa Fe, NM 87501-2786
TELEPHONE: 505-827-6541
FAX: 505-827-6696
SPECIALNET NAME: NEMEXICOSE

James L. Barden
Consultant
State Department of Public Instruction
116 West Edenton Street
Raleigh, NC 27603-1712
TELEPHONE: 919-733-3921
FAX: 919-733-4762
SPECIALNET NAME: N.CSEA

Ralph Messmer
Department of Public Instruction
600 E. Boulevard Avenue
State Capitol
Bismarck, ND 58505-0440
TELEPHONE: 701-224-2395
FAX: 701-224-2461
SPECIALNET NAME: ND.SE

George Khoury
Educational Consultant
Ohio Department of Education
Division of Special Education
933 High Street
Worthington, OH 43085
TELEPHONE: 614-466-2650
FAX: 614-436-9496
SPECIALNET NAME: OHIODSE

Lisa McLaughlin
Special Education Technical Assistance Officer
Oklahoma State Department of Education
Special Education Services
2500 North Lincoln Boulevard
Suite 411
Oklahoma City, OK 73105-4599
TELEPHONE: 405-521-4869
FAX: 405-521-6205
SPECIALNET NAME: OK.SE

Patricia Almond
Program Specialist
Special Student Services
Oregon Department of Education
700 Pringle Parkway SE
Salem, OR 97310-0290
TELEPHONE: 503-378-3702
FAX: 503-378-8434
SPECIALNET NAME: OREGONSE

Gail Hempe
Project Specialist
Penn Data Project
Pennsylvania Department of Education
P.O. Box 213
Lewisburg, PA 17837
TELEPHONE: 717-523-1155
FAX: 717-524-7104

Nancy C. Heyman
Education Administration Supervisor
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17112
TELEPHONE: 717-783-6913
FAX: 717-783-6139
SPECIALNET NAME: PA.SE

Lucila Torres
State Director for Special Education Programs
Department of Education
P.O. Box 759
Hato Rey, PR 00919-0759
TELEPHONE: 809-759-7228
FAX: 809-754-7195

Terry Bergner
Systems Analyst
Rhode Island Department of Education/MIS Unit
22 Hayes Street, Room 314
Providence, RI 02908
TELEPHONE: 401-277-2841
FAX: 401-277-6178
SPECIALNET NAME: RI.SE

Frances Lewis
EHA-B Grant Administrator
South Carolina Department of Education
100 Executive Center Drive
Suite 210
Columbia, SC 29210
TELEPHONE: 803-737-8710
FAX: 803-734-8624
SPECIALNET NAME: SCAROLINAOPH

Bob Barker
System Analyst IV
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701
TELEPHONE: 512-463-9025
FAX: 512-463-9838
SPECIALNET NAME: TX.SE

Rebecca Martinez
Special Education Specialist
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701
TELEPHONE: 512-463-9414
FAX: 512-475-3575
SPECIALNET NAME: TX.SE

Les Haley
Specialist
Fiscal and Data Management for Special Education
Utah State Office of Education
250 East 500 South
Salt Lake City, UT 84111-3204
TELEPHONE: 801-538-7714
FAX: 801-538-7991
SPECIALNET NAME: UT.SE

Gerald H. Mathews
Supervisor of Information & Planning
Virginia Department of Education
Division of Special Education
P.O. Box 6-Q
Richmond, VA 23216
TELEPHONE: 804-371-8973
FAX: 804-371-0249
SPECIALNET NAME: VA.SE

Laurie A. Johnson
Virginia Department of Education
Division of Special Education
P.O. Box 6-Q
Richmond, VA 23452
TELEPHONE: 804-225-2962
FAX: 804-225-2819
SPECIALNET NAME: VA.SE

Jane Dailey
Coordinator of Program Monitoring
Superintendent of Public Instruction
Old Capitol Building, FG-11
Olympia, WA 98504
TELEPHONE: 206-753-6733
FAX: 206-586-0247
SPECIALNET NAME: WA.SE

Elaine Kurlinski
Superintendent of Public Instruction
Special Education Services
Old Capitol Building
Olympia, WA 98504
TELEPHONE: 206-753-6733
FAX: 206-586-0247
SPECIALNET NAME: WA.SE

Laura Craffey Maddox
Assistant Director
West Virginia State Department of Education
Office of Special Education
Capitol Complex
Building 6, Room B-304
Charleston, WV 25305
TELEPHONE: 304-348-2696
FAX: 304-348-0048
SPECIALNET NAME: WVIRGINIAOSE

Nancy Thabet
Director, Office of Special Education
Capitol Complex
Building 6, Room B-304
Charleston, WV 25305
TELEPHONE: 304-348-2696
FAX: 304-348-0048
SPECIALNET NAME: WVIRGINIAOSE

Judson Harmon
Evaluation and Research Specialist
Bureau of Exceptional Children
Wisconsin Department of Public Instruction
P.O. Box 7841
125 South Webster Street
Madison, WI 53707-7841
TELEPHONE: 608-266-3945
FAX: 608-267-1052
SPECIALNET NAME: WI.SE

Hank Buseck
Education General Program Consultant
Special Program Unit
State Department of Education
2300 Capitol Avenue
Cheyenne, WY 82002-0050
TELEPHONE: 307-777-6252
FAX: 307-777-6234
SPECIALNET NAME: WY.SE

Maggie S. Sablan
SPED Program Data Manager
CNMI Public School System
P.O. Box 1370
Saipan, MP 96950
TELEPHONE: 670-322-9956
FAX: 670-322-4056

RRC PARTICIPANTS

Ruth Bragman
Program Coordinator
South Atlantic Regional Resource Center
1236 North University Drive
Plantation, FL 33322
TELEPHONE: 305-473-6106
FAX: 305-424-4309
SPECIALNET NAME: SARRC

Cathy Fromme
Western Regional Resource Center
Clinical Services Building
University of Oregon
Eugene, OR 97405
TELEPHONE: 503-346-5641
FAX: 503-346-5639
SPECIALNET NAME: WRRC

Lois A. Holbrook
Staff Associate
Northeast Regional Resource Center
Trinity College of Vermont
Colchester Avenue
Burlington, VT 05401
TELEPHONE: 802-658-5036
FAX: 802-658-7435
SPECIALNET NAME: NERRC

Ken Olson
Associate Director
Mid-South Regional Resource Center
123 Porter Building
University of Kentucky
Lexington, KY 40506-0205
TELEPHONE: 606-257-4921
FAX: 606-258-1901
SPECIALNET NAME: MSRRC

Perry Passaro
Information Specialist
Mountain Plains Regional Resource Center
1780 North Research Parkway
Suite 112
Logan, UT 84321
TELEPHONE: 801-752-0238
FAX: 801-753-9750
SPECIALNET NAME: MPRRC

Jean Potter
Center for Special Needs Population
700 Ackerman Road
Suite 440
Columbus, OH 43202
TELEPHONE: 614-447-0844
SPECIALNET NAME: GLARRC

Richard Zeller
Director
Western Regional Resource Center
Clinical Services Building
University of Oregon
Eugene, OR 97405
TELEPHONE: 503-346-5641
FAX: 503-346-5639
SPECIALNET NAME: WRRC

FEDERAL PARTICIPANTS

ED/OSEP, Switzer Building
3rd and C Streets, S.W.
Washington, DC 20202
TELEPHONE: 202-732-1106
FAX: 202-732-1070
SPECIALNET NAME: SEP

Judy Schrag
Director, OSEP

Lou Danielson
Branch Chief, Special Studies

Martha Coutinho
Branch Chief, Research and Development

Teresa Bunsen
Division of Personnel Preparation

Kathy Hebbeler
Education Program Specialist

Bill Halloran
Education Program Specialist

Ron Kowalski
Education Program Specialist

Susan Sanchez
Education Program Specialist

155 A

CONSULTANTS

Westat, Inc.
1650 Research Boulevard
Rockville, MD 20850-3129
TELEPHONE: 301-251-1500
FAX: 301-294-2040
SPECIALNET NAME: DECISIONRESOURCES

Marsha Brauen
Project Director

Nancy Beller-Simms
Consultant

Elaine Carlson
Research Analyst

Anne Elmlinger
Data Base Specialist

Fran O'Reilly
Research Analyst

John Quinn
Programmer

Ruben Rodarte
Assistant Analyst

Richard Sawyer
Senior Research Associate

Robert Schrack
Senior Programmer

National Association of State Directors
of Special Education
1800 Diagonal Road, Suite 320
King Street Station 1
Alexandria, VA 22314
TELEPHONE: 703-519-3800
SPECIALNET NAME: NASDSE

Linda Lewis
Governmental Relations

Pat Gonzalez
Project Forum

Trina Osher
Project Forum

OTHER INVITED GUESTS

Victor Akel
Partner, D & A Systems
1128 Douglas Place
Gallatin, TN 37066
TELEPHONE: 615-320-8019

Bonnie Billingsley
College of Education
Virginia Polytechnic Institute
AES Division
2304 UCOB
Blacksburg, VA 24061-0302
TELEPHONE: 703-231-9715

Peggy Campeau
American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302
TELEPHONE: 415-493-3550
FAX: 415-858-0958
SPECIALNET NAME: CA.AIR

Cona Cheung
Council of Chief State School Officers
Hall of the States, Suite 379
400 N. Capitol Street, N.W.
Washington, DC 20202
TELEPHONE: 202-624-7700

Barbara Clements
Council of Chief State School Officers
Hall of the States, Suite 379
400 N. Capitol Street, N.W.
Washington, DC 20202
TELEPHONE: 202-624-7700

Lisa Solomon
Council of Chief State School Officers
Hall of the States, Suite 379
400 N. Capitol Street, N.W.
Washington, DC 20202
TELEPHONE: 202-624-7700

Lynne Cook
National Clearinghouse for Professions in Special Education
National Association of State Directors of Special Education
1800 Diagonal Road, Suite 320
King Street Station 1
Alexandria, VA 22314
TELEPHONE: 703-519-3800

Brad Hesse
American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302
TELEPHONE: 415-493-3550
FAX: 415-858-0958
SPECIALNET NAME: CA.AIR

Lee Hoffman
National Center for Education Statistics
555 New Jersey Avenue, N.W.
Room 410
Washington, DC 20208
TELEPHONE: 202-219-1621

Marilyn McMillen
Statistician
National Center for Education Statistics
555 New Jersey Avenue, N.W.
Room 422B
Washington, D.C. 20208-5651
TELEPHONE: 202-219-1754

Margaret McLaughlin
Director, Institute for the Study of Exceptional Children and Youth
University of Maryland
College Park, MD 20742-1161
TELEPHONE: 301-405-6495

Paul Planchon
Associate Commissioner, ESESD
National Center for Education
555 New Jersey Avenue, N.W.
Room 413B
Washington, D.C. 20208-5651
TELEPHONE: 202-219-1614

Fred Weintraub
Assistant Executive Director for Communications
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
TELEPHONE: 703-264-9402
FAX: 703-264-9494
SPECIALNET NAME: CEC.RESTON

Marsha Wicks
MIS Director
Seminole County Schools
1211 Mellonville Avenue
Sanford, FL 32771
TELEPHONE: 407-322-1252

James Wilson
Massachusetts Institute of Social and Economic Research (MISER)
Box 515
Hatfield, MA 01038
TELEPHONE: 413-545-3460
FAX: 413-545-3686

APPENDIX B

STATE SPECIAL EDUCATION DATA SYSTEMS

ALABAMA

Number of Years System has been in Operation:	2
Number of Data Items:	13 (currently) for child count
Description of System Hardware:	Honeywell APM MS DOS based microcomputer
Description of System Software:	Learning Tools, Inc.
Form in Which Data are Sent to SEA:	Computer diskette
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No (we used to--but did away with that system as ineffective and too cumbersome)
Computerized Individual Student Records at IEU Level:	Yes, all LEAs, but have at a minimum the 13 data elements required for child count--they have the capability with the system to maintain much more information (that they don't report to us) on individual students. We require the system to be updated at least annually; within the school system they update as needed.
Noncomputerized System Description:	NA
Uses of Data:	Child count, other required reports
Reports Regularly Generated:	Child count [annual data report (in planning stages)]
Plans for Improving System:	The Computer Services Division is refining software and providing training to LEAs regarding updates to the system.
Other Relevant Information:	SDE continues to refine software to better meet our needs and to make it more useful for LEAs. We are providing technical assistance to help LEAs use the system more extensively at the school level for tracking, record keeping, and IEP development (goals and objectives).

Alabama (continued)

There are several components to our system that LEAs can use--we require only the child count information to be submitted--other administrative and school level usages are optional.

Name, Address, and Telephone Number of System Contact:

Julia Causey
Division of Special Education Services
50 N. Ripley Street
Montgomery, AL 36117
(205) 242-8114

ALASKA

Number of Years System has been in Operation:	1
Number of Data Items:	42
Description of System Hardware:	PC
Description of System Software:	DB Master
Form in Which Data are Sent to SEA:	Floppy and magnetic tape
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No
Computerized Individual Student Records at IEU Level:	No
Noncomputerized System Description:	We've reverted to a paper system. We send photocopies of the Federal forms (Parts I, II, III, and IV) to LEAs who enter numbers and return them.
Uses of Data:	State and Federal reports
Reports Regularly Generated:	Compliance reviews
Plans for Improving System:	--
Name, Address, and Telephone Number of System Contact:	Richard Smiley P.O. Box F Department of Education Juneau, AK 99811 (907) 465-2865

ARIZONA

Number of Years System has been in Operation:	5+
Number of Data Items:	21
Description of System Hardware:	IBM PS2/LAN (3COM)
Description of System Software:	COBOL on Honeywell dBASE IV and dBASE III+ for child count and analysis on IBM PS2's
Form in Which Data are Sent to SEA:	Paper forms, ASCII diskettes (3.25")
Path Data Travels to Reach SEA:	Directly from LEA to SEA
Computerized Individual Student Records at State Level:	Not computerized--some of the records are individual student based
Computerized Individual Student Records at IEU Level:	No IEU's
Noncomputerized System Description:	NA
Uses of Data:	Various counts and age; location analyses; types of service analysis
Reports Regularly Generated:	Master, county/LEA/category/sex/age counts; various extracts, some trend (count) analysis on last three year history
Plans for Improving System:	--
Other Relevant Information:	Some private contract data collected using manual methods are assimilated for child count, on PS/2. Special education LAN installed October 1989. dBASE IV system installed on LAN in December 1989 for child count and tracking.
Name, Address, and Telephone Number of System Contact:	Norm Zimmerman Data Management Specialist Arizona Department of Education 1535 West Jefferson Phoenix, AZ 85007 (602) 542-3183

ARKANSAS

Number of Years System has been in Operation:	3
Number of Data Items:	Not available
Description of System Hardware:	IBM System 38
Description of System Software:	ADE developed
Form in Which Data are Sent to SEA:	Paper, some diskettes
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No
Computerized Individual Student Records at IEU Level:	No
Noncomputerized System Description:	Not available
Uses of Data:	Various Federal and State reports
Reports Regularly Generated:	All Federal reports--child counts; data reports (personnel employed/needed, FAPE, exiting, anticipated services), and various State reports.
Plans for Improving System:	Approximately 220 of the 329 school districts generate the reports needed by SEA by computer. The State's plan is to have them submit by diskette and paper rather than paper only.
Name, Address, and Telephone Number of System Contact:	Jim Chism Administrator of Finance & Statistics Office of Special Education Arkansas Department of Education 4 Capitol Mall, Room 105-C Little Rock, AR 72201 (501) 682-4223

CALIFORNIA

Number of Years System has been in Operation:	2 years in pilot + 2 years in implementation
Number of Data Items:	29
Description of System Hardware:	PC (IBM or MS-DOS; MacIntosh); COMPAQ 80386/25; 300 MB HD; IBM PS/2 Model A71; MacIntosh IIX
Description of System Software:	dBASE IV (compiled), Fox Base+ MAC (Runtime)
Form in Which Data are Sent to SEA:	Diskettes
Path Data Travels to Reach SEA:	From Special Education Local Plan Area (SELPA) to SEA
Computerized Individual Student Records at State Level:	Yes. As of 12/01/91, 41 percent of the LEAs submitted data to the State. Records are updated three times per year on December 1, April 1, and June 30.
Computerized Individual Student Records at IEU Level:	Yes. Records are updated on a continuous basis or as they need data.
Noncomputerized System Description:	NA
Uses of Data:	All State and Federal data that are pupil related; to answer various program system
Reports Regularly Generated:	Various State and Federal reports, program issue-related reports, plus several summary reports
Plans for Improving System:	Twice a year meetings with LEAs are held to get feedback on improving the system. It is being implemented statewide. As of 12/1/91 - 41 percent pupil-based to be implemented statewide by 1991-92. 59 percent form-based.
Other Relevant Information:	A user's manual and systems diskettes are available from the State.

California (continued)

Name, Address, and Telephone Number of System Contact:

Lalit M. Roy
Acting Administrator
California State Department of Education
Special Education Division
721 Capitol Mall, Room 670
Sacramento, CA 95814
(916) 323-4779
SpecialNet: CA.SE.MIS
CA.SE.LR

COLORADO

Number of Years System has been in Operation:	7
Number of Data Items:	34 pupil; 17 staff
Description of System Hardware:	HP 3000 and MS-DOS compatible
Description of System Software:	Customized software written in COBOL
Form in Which Data are Sent to SEA:	Diskette, tapes
Path Data Travels to Reach SEA:	LEA to SEA
Computerized Individual Student Records at State Level:	Yes. Records are updated on December 1 and at the end of the year.
Computerized Individual Student Records at IEU Level:	Several LEAs have computerized systems. Data elements in addition to those submitted to SEA vary.
Noncomputerized System Description:	NA
Uses of Data:	Federal and State reports
Reports Regularly Generated:	Discrete age and handicap condition, handicap delivery and age group, etc.
Plans for Improving System:	--
Name, Address, and Telephone Number of System Contact:	Charm Paulmeno Colorado Department of Education Special Education Services Unit 201 East Colfax Denver, CO 80203 (303) 866-6689

CONNECTICUT

Number of Years System has been in Operation:	The State of Connecticut has operated a data collection and management system for its special education information for the past 13 years.
Number of Data Items:	The system has 30 different data items on two forms. Detailed list follows: school district, student ID number, school building, birth date, sex, ethnic, grade, limited English proficiency, total hours/week, primary education location, vocational education code, exceptionality, date when started special education in the current year, instructional program (site/hours), related services (site/hours), exit date, reason for exiting, anticipated services, last name, first name, special funding codes, placement initiated by, educational facility, residential facility, contract period, cost for education, cost for residential placement, (for P.L. 89-313 only) where eligibility was established, agency to receive funds, signature of superintendent, date superintendent certified form.
Description of System Hardware:	Two IBM AT PC's are monitored by our data center and run on a CICS production system.
Description of System Software:	COBOL - for our online, mainframe system FOCUS/SAS - for our reporting systems dBASE III - PC version of our mainframe system
Form in Which Data are Sent to SEA:	The local school districts send in the data to the Department of Education on individual paper forms, diskettes and computer tapes.
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	Yes. Records are updated once every Friday or as needed.
Computerized Individual Student Records at IEU Level:	Yes. Some may have systems.
Noncomputerized System Description:	Smaller districts send data on paper form.

Connecticut (continued)

Uses of Data:	The data are used primarily to fund the local school districts for State and Federal grants. Information from varied ad hoc reports is sent, as needed, to different State agencies, local school districts, and the media. Evaluation of the special education services in the State of Connecticut is also a critical use of the data elements.
Reports Regularly Generated:	The following lists our regularly generated reports. The numbers of the reports are underlined: DREA 100S - P.L. 94-142 child count (superintendent signed), DREA 100U - P.L. 89-313 child count (superintendent signed), DREA 960, 961, 962 - Detailed list by agency to receive P.L. 89-313 fund by student name, DREA 680 - Excess cost (State Grant), DREA 690 - State agency placement grant (State Grant), DREA 691 - Students placed on State owned/leased property (State Grant), DREA 692 - Students placed by a State agency who receive regular education (State Grant), DREA 502 - This is a report run for every student in each school district reported to the State. DREA 900 - Carl Perkins Voc Ed Grant.
Plans for Improving System:	Eliminate paper--trying to update LEAs to electronic transmission.
Name, Address, and Telephone Number of System Contact:	George White ISSIS Program Director and Patricia E. Hughes Research Analyst and Mary Keenan ISSIS Program Associate P.O. Box 2219 165 Capitol Avenue Hartford, CT 06145 (203) 566-5866 or (203) 566-3461

DELAWARE

Number of Years System has been in Operation:	2
Number of Data Items:	--
Description of System Hardware:	NCR
Description of System Software:	DOS
Form in Which Data are Sent to SEA:	Hardcopy
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No
Computerized Individual Student Records at IEU Level:	No
Noncomputerized System Description:	Records are LEA based and housed
Uses of Data:	Annual data report; program evaluation
Reports Regularly Generated:	Annual data report, I, II, III
Plans for Improving System:	None at present
Name, Address, and Telephone Number of System Contact:	Vaughn K. Lauer Exceptional Children Division Delaware Department of Public Instruction P.O. Box 1402 Dover, DE 19901 (302) 736-4667

DISTRICT OF COLUMBIA

Number of Years System has been in Operation:	2
Number of Data Items:	132
Description of System Hardware:	IBM XT and mainframe
Description of System Software:	Developed by school system
Form in Which Data are Sent to SEA:	Hardcopy
Path Data Travels to Reach SEA:	LEA to SEA when system is fully operational
Computerized Individual Student Records at State Level:	No
Computerized Individual Student Records at IEU Level:	NA
Noncomputerized System Description:	Paper system. Individual student summary data collected by SEA.
Uses of Data:	Child counts, LRE Table, budget uses
Reports Regularly Generated:	None to date but will have capacity to generate child counts and LRE tables.
Plans for Improving System:	--
Other Relevant Information:	System not fully operational--currently loading data.
Name, Address, and Telephone Number of System Contact:	Rose Hampton Logan Administration Building 3rd & G Streets, N.E. Washington, D.C. 20001 (202) 724-4785

FLORIDA

Number of Years System has been in Operation:	Student data base for ESE fully operational January 1991
Number of Data Items:	198 students 100 staff
Description of System Hardware:	IBM 3090 300E
Description of System Software:	dBase II, EASYTRIEV PLUS, QMF, Cobol
Form in Which Data are Sent to SEA:	ESE - Specific data are transferred via network.
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	Have computer access to district records which can be used for data analysis. Records are updated five times per year.
Computerized Individual Student Records at IEU Level:	No intermediate units only 67 local school districts
Noncomputerized System Description:	NA
Uses of Data:	Funding, report generation, course reporting, pupil and staff projectors budget to finance
Reports Regularly Generated:	FTE by program/grade, course load counts, in/out of field reports, class size, race/ethnic and sex composition of class, many others.
Plans for Improving System:	Continuous review and evaluation of State and local reporting procedures. Review of logic of programs. Continuous inservice (formal and informal) of LEA program and data personnel.
Other Relevant Information:	Florida operates an integrated, pupil-based information system. Special education is part of the system just as is vocational education, compensatory education and other program areas. The Florida system operates the funding mechanism, OCR reporting, OSEP reporting, NCES reporting, and serves other areas. The system collects information six times a year and collects selected record formats, depending upon the program areas affected.

Florida (continued)

Name, Address, and Telephone Number of System Contact:	Lavan Dukes Florida Department of Education 714 Florida Education Center Tallahassee, FL 32399-0400 (904) 487-2280

GEORGIA

Number of Years System has been in Operation:	6 (estimate)
Number of Data Items:	1 (done by school district)
Description of System Hardware:	Wang and IBM clones, Wang 280 PC
Description of System Software:	Multiplan, Lotus 1-2-3, VS System, DANS has been installed on the hard drive of an IBM 280 PC
Form in Which Data are Sent to SEA:	Paper count for data report; electronic count with FTE for December 1, FAPE requirements combined with FTE process
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No
Computerized Individual Student Records at IEU Level:	NA
Noncomputerized System Description:	Data elements are on FTE (student attendance) form
Uses of Data:	To formulate reports for the Federal government and share information with local districts. Presently preparing a data booklet to share with special education administrators
Reports Regularly Generated:	Performance report and data report
Plans for Improving System:	Currently working on a student specific special education information system for implementation during FY 91.
Name, Address, and Telephone Number of System Contact:	Nancy Buice Consultant, Title VI-B Georgia Department of Education 1966 Twin Towers East Atlanta, GA 30334 (404) 656-6319

HAWAII

Number of Years System has been in Operation:	At least five years
Number of Data Items:	35
Description of System Hardware:	Mainframe - Vax
Description of System Software:	Not sure of software - database
Form in Which Data are Sent to SEA:	ON-LINE - Entry at district office
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	Yes, records are updated daily or as needed
Computerized Individual Student Records at IEU Level:	NA, Hawaii is only an SEA
Noncomputerized System Description:	NA
Uses of Data:	Federal and State requirements, legislative
Reports Regularly Generated:	Monthly child count
Plans for Improving System:	Development of new software to better meet our needs.
Name, Address, and Telephone Number of System Contact:	Sadie Tanoura Hawaii State Department of Education SIS Branch Honolulu, HI 96815 (808) 548-5276 Marcia Jenkins Educational Specialist Special Education Computer Technology Hawaii State Department of Education 3430 Leahi Avenue Honolulu, HI 96815 (808) 737-2377

IDAHO

Number of Years System has been in Operation:	10+
Number of Data Items:	10+
Description of System Hardware:	HP 3000, HP Vectra, IBM-PC Laser-HP printer, dot-matrix printer
Description of System Software:	FOXPRO, WordPerfect, Lotus 123, D-Base
Form in Which Data are Sent to SEA:	NCR paper
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	Yes. Updated annually.
Computerized Individual Student Records at IEU Level:	NA
Noncomputerized System Description:	NA
Uses of Data:	State and Federal funding, attendance, certification
Reports Regularly Generated:	Federal data requirements, report to legislature, special studies
Plans for Improving System:	OSEP data and State enrollment/personnel data to LEAs via diskette. All data uploaded to mainframe. Ultimate goal, electronic transfer.
Other Relevant Information:	In preliminary steps of building electronic data transfer system. Initially, the transfer would be via diskette from LEAs to SEA. Hopefully, the raw data could be "uploaded" into our PC Local Area Network.

Idaho (continued)

Name, Address, and Telephone Number of System Contact:

Contact for Special Education:
Michael Lowder
Coordinator
Special Education
Idaho Department of Education
650 West State Street
Boise, ID 83720
(208) 334-3940

Contact for Computer Services:
Jim Marconi
Bureau Chief, Computer Services
Idaho Department of Education
650 West State Street
Boise, ID 83720
(208) 334-3236

ILLINOIS

Number of Years System has been in Operation:	15
Number of Data Items:	32
Description of System Hardware:	Amdahl 580, IBM AT/XT
Description of System Software:	COBOL, Easytrieve, D-Base III
Form in Which Data are Sent to SEA:	Handwritten, diskette, direct electronic transmission
Path Data Travels to Reach SEA:	School to School District to IEU to SEA
Computerized Individual Student Records at State Level:	Yes. Records are updated annually through a four-step process.
Computerized Individual Student Records at IEU Level:	Some do. Records are updated daily in some cases.
Noncomputerized System Description:	NA
Uses of Data:	Program delivery analysis, monitoring, claims reimbursement
Reports Regularly Generated:	Child counts by LEA, personnel needed, student exit reports
Plans for Improving System:	None as of this date
Name, Address, and Telephone Number of System Contact:	Gar Brown Special Education Specialist State Board of Education 100 North First Street Springfield, IL 62777 (217) 782-6601

INDIANA

Number of Years System has been in Operation:	10 (electronic transfer component is in its 2nd year of operation)
Number of Data Items:	1,740
Description of System Hardware:	Mainframe and micro PC and PC compatible
Description of System Software:	Fox Plus
Form in Which Data are Sent to SEA:	15 percent of districts on forms prescribed by SEA and 85 percent electronic transfer
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No
Computerized Individual Student Records at IEU Level:	Yes. Records are updated daily. There are 64 "intermediate" units in Indiana.
Noncomputerized System Description:	NA
Uses of Data:	Reporting, information, management, monitoring/compliance, decision making, generation of State and Federal funds
Reports Regularly Generated:	Many reports generated periodically throughout the year depending on situation or circumstance
Plans for Improving System:	Strengthen data verification efforts. Include remaining 15 percent of districts in electronic transfer.
Name, Address, and Telephone Number of System Contact:	Hank Binder Division of Special Education 229 State House Indianapolis, IN 46220 (317) 232-0571

IOWA

Number of Years System has been in Operation:	16
Number of Data Items:	12 data areas (to be expanded for 89-90)
Description of System Hardware:	Unisys A-12 mainframe dedicated/leased telephone lines; Unisys terminals, micros, or IBM compatible (modified by hardware and software); MacIntosh (modified by hardware and software)
Description of System Software:	Pupil Based Accounting System
Form in Which Data are Sent to SEA:	Child Count/LRE: Tape pulled from central file on mainframe for historical maintenance. Actual child counts (hard copy) go through AEA and are submitted to SEA. Exit and Anticipated Services Data.
Path Data Travels to Reach SEA:	IEU to SEA
Computerized Individual Student Records at State Level:	Yes. A tape copy of the file is taken of the December count and again at the end of the school year (about July 15th).
Computerized Individual Student Records at IEU Level:	Not all AEA's (IEU's) have an individual student record based system. Those who do keep records/information on a current basis but not on an historical basis.
Noncomputerized System Description:	NA
Uses of Data:	Child counts, compliance monitoring, exit data to vocational rehabilitation, variety of informational requests from many individuals and agencies
Reports Regularly Generated:	Class rosters for AEA/LEA; 94-142 counts, State/local funding counts, alpha lists, other specialized reports
Plans for Improving System:	More use of "downloading" of information. Exit and Anticipated Services Reports. Put into place the skeletal structure for a system which gathers information on a student record basis for:

1. Referral;
2. Evaluation;
3. IEP meeting/service enrollment; and
4. Exit.

Extraction of Year End Report. Student data for LEAs year-end financial and data reports.

Other Relevant Information:

We have begun the task of assessing expansion of data to include year end data; method of collection to include upload from existing IEU systems; revised historical data which is on-line.

Part B

The child count and LRE tables are generated from the pupil count system. The personnel tables are generated from a "by hand" collection. The finance table is generated from year-end expenditure data from LEAs and IEUs as well as expenditure data for Chapter 1 programs from two other State agencies.

Chapter 1 Child Count and LRE

Tables generated in a "by hand" collection.

Name, Address, and Telephone:
Number of System Contact:
of System Contact:

John R. Lee
Administrative Assistant
Iowa Department of Education
Bureau of Special Education
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3176

KANSAS

Number of Years System has been in Operation:	Pilot tested 2 years; full implementation in 89-90
Number of Data Items:	74 (student items)
Description of System Hardware:	Work stations: MacIntosh (6 models) and Zenith/IBM PC, Sun 386i, Unix Server for Appleshare and PCNFS networks
Description of System Software:	Custom C programs and various off-the-shelf packages Student and personnel data bases run in "4th Dimension" data base
Form in Which Data are Sent to SEA:	Computer generated ASCII file
Path Data Travels to Reach SEA:	Small District - School to IEU to SEA Large District - School to School District to SEA
Computerized Individual Student Records at State Level:	Yes. Records are updated on January 1 and July 1.
Computerized Individual Student Records at IEU Level:	Yes. In 75 percent of the IEUs, records are updated every 9 weeks; in 15 percent of the IEUs records are updated monthly; in 10 percent of the IEUs records are updated daily.
Noncomputerized System Description:	NA
Uses of Data:	Decisions, legislative queries, other department queries, etc.
Reports Regularly Generated:	Federal December 1 count and end of year State reports to Finance and Administration
Plans for Improving System:	Plan to add financial data items in the next year.
Other Relevant Information:	Software has also been developed which is used by the instructional staff to create the IEP reports. The data files are used to supply data to the local special education office database, intermediate unit, and State data bases without further key entry.

Kansas (continued)

Name, Address, and Telephone
Number of System Contact:

Ron Swenson
System Coordinator
KSDE Special Education
120 E. 10th
Topeka, KS 66612
(913) 296-4945
or (913) 887-6711
(Lawrence Project Office)
SpecialNet: KSTRC

Rebecca Stottlemire
KSBE-Special Education
120 E. 10th
Topeka, KS 66612
(913) 296-4945
SpecialNET: KANSASSE

KENTUCKY

Number of Years System has been in Operation:	1
Number of Data Items:	NA
Description of System Hardware:	IBM AS/400
Description of System Software:	Developed inhouse for AS/400
Form in Which Data are Sent to SEA:	Facsimile of OSEP forms
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No
Computerized Individual Student Records at IEU Level:	No
Noncomputerized System Description:	SEA sends facsimile of OSEP forms to LEAs; LEAs complete forms based on their student files; LEA returns form to SEA; SEA tallies and returns to OSEP.
Uses of Data:	Funding; personnel needs
Reports Regularly Generated:	Child count, annual data reports
Plans for Improving System:	On hold, pending legislative restructuring of Department of Education.
Other Relevant Information:	Kentucky now has a system for generating federal reports on an IBM AS/400 mainframe. System requires data entry by district for each federal data report. AS/400 tabulates and generates forms and statewide totals.
Name, Address, and Telephone Number of System Contact:	Chris Thacker Branch Manager State Department of Education Resource Allocation Branch 804 Capitol Plaza Tower Frankfort, KY 40601 (502) 564-4970

LOUISIANA

Number of Years System has been in Operation:	7
Number of Data Items:	101
Description of System Hardware:	IBM 3081 mainframe; networked Statewide with IBM PCs or compatibles.
Description of System Software:	State developed COBOL programs
Form in Which Data are Sent to SEA:	Individual student records of 1,632 characters each
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	Yes. Individual student records are updated as evaluation and IEP activities occur.
Computerized Individual Student Records at IEU Level:	NA
Noncomputerized System Description:	NA
Uses of Data:	Federal reporting; State reporting; State and local management; legislative reporting; research, etc.
Reports Regularly Generated:	--
Plans for Improving System:	Currently revising data elements collected
Name, Address, and Telephone Number of System Contact:	Kaye Eichler Section Chief, Automated Data Collection and Management Louisiana Department of Education Office of Special Education P.O. Box 94064 Baton Rouge, LA 70804-9064 (504) 342-3631

MAINE

Number of Years System has been in Operation:	4
Number of Data Items:	8
Description of System Hardware:	Burroughs mainframe (this will be changing)
Description of System Software:	Developed by department programmers
Form in Which Data are Sent to SEA:	Paper
Path Data Travel to Reach SEA: to Reach SEA:	LEA to SEA
Computerized Individual Student Records at State Level:	Yes. Records are updated once per year. Records for 14-21 year olds are updated twice per year.
Computerized Individual Student Records at IEU Level:	No, no IEU's only local education units
Noncomputerized System Description:	NA
Uses of Data:	Special legislative committees, commissioners report to legislature, Federal reports, data summary for districts and State
Reports Regularly Generated:	Totals by handicapping condition, educational placement, related services, basis of exit, anticipated services plus county totals, district totals and preschool sites; also totals for each report by handicap; accounting data
Plans for Improving System:	Some discussion - ideas include ethnicity
Name, Address, and Telephone Number of System Contact:	John Kierstead and Donna Gray-Hanc Division of Special Education Station #23 Augusta, ME 04333 (207) 289-5950

MARYLAND

Data as of May 31, 1990.

Number of Years System has been in Operation:	15
Number of Data Items:	32
Description of System Hardware:	HP 3000
Description of System Software:	Image
Form in Which Data are Sent to SEA:	Tape, disk, forms
Path Data Travels to Reach SEA:	School to School District to SEA, SOP to SEA
Computerized Individual Student Records at State Level:	
Computerized Individual Student Records at IEU Level:	
Noncomputerized System Description:	
Uses of Data:	State, LEA and school level reports; match to other data bases.
Reports Regularly Generated:	LRE report; child count by schools, LEA; nature of service report; etc.
Plans for Improving System:	Integrating IEP with MIS at school levels.
Name, Address, and Telephone Number of System Contact:	David Hayden Branch Chief 200 W. Balt Street Baltimore, MD 20201 (301) 333-2470

MASSACHUSETTS

Number of Years System has been in Operation:	3
Number of Data Items:	Varies - up to 30 for each database. We track approximately 500 items overall.
Description of System Hardware:	Local area network Banyan with IBM or IBM compatible computers
Description of System Software:	DBASE III+ Vines software 3.10 for Banyan Network
Form in Which Data are Sent to SEA:	Paper forms
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No
Computerized Individual Student Records at IEU Level:	No
Noncomputerized System Description:	We collect information from school districts directly.
Uses of Data:	Federal reports, reports to LEAs, legislators, etc.
Reports Regularly Generated:	Exit information, protype information, comparisons with KOC and region and State.
Plans for Improving System:	Still in process of getting this system in full effective order.
Name, Address, and Telephone Number of System Contact:	Jeanne Elby Department of Education Division of Special Education 1385 Hancock Quincy, MA 02169 (617) 770-7463

MICHIGAN

Number of Years System has been in Operation:	4
Number of Data Items:	25 (for students) 15 (for personnel) 47 (for exited students)
Description of System Hardware:	IBM PC compatible
Description of System Software:	dbase III+ for PCs; ASCII file format for mainframes
Form in Which Data are Sent to SEA:	ASCII
Path Data Travels to Reach SEA:	School to IEU to SEA
Computerized Individual Student Records at State Level:	Yes (25 fields). Records are updated on December 1.
Computerized Individual Student Records at IEU Level:	Yes (90 fields) some are on PCs; about 12 of the 57 are on mainframes. Records are continually updated (PC users tend to have more current data).
Noncomputerized System Description:	NA
Uses of Data:	December 1 reports and State and local reports
Reports Regularly Generated:	Age and disability, LRE, and personnel (from SEA) 52 reports (from LEAs)
Plans for Improving System:	Registry Management System (RMS) is improved each year with more reports and friendlier interface. The program is also improved by making it perform more calculations and automatic global year end adjustments (i.e., age and grade). Student follow-up was added in 1989.
Name, Address, and Telephone Number of System Contact:	Dr. James Nuttall Michigan Department of Education Special Education Lansing, MI 48909 (517) 335-0454

MINNESOTA

Number of Years System has been in Operation:	The system has been in operation since 1978-79 although not as an interactive system. The interactive system has been in operation since 1986-87 and enhanced annually.
Number of Data Items:	120
Description of System Hardware:	Burroughs mainframe
Description of System Software:	Custom designed for field interaction with COBOL
Form in Which Data are Sent to SEA:	Data is transmitted electronically via phone to State Department.
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No. The Department is currently developing a student information system for regular education which will be compatible with the speical education student system.
Computerized Individual Student Records at IEU Level:	No
Noncomputerized System Description:	Child count for special education as well as data for federal reports are collected on paper.
Uses of Data:	Data is used for calculating State and Federal special education aid payments and for Federal reporting of personnel and expenditure data.
Reports Regularly Generated:	State and Federal payment schedules, district notification of program/budget data, annual data book, and miscellaneous reports
Plans for Improving System:	State personnel and fiscal data reporting is in place and working well. We are piloting a student data system in the fall of 1991.
Other Relevant Information:	Student based accounting system is being developed with an anticipated completion date of two to three years.

Minnesota (continued)

Name, Address, and Telephone Number of System Contact:	Robert Fischer 550 Cedar Street Room 824 St. Paul, MN 55101 (612) 296-4164

MISSISSIPPI

Number of Years System has been in Operation:	5
Number of Data Items:	(No information provided.)
Description of System Hardware:	IBM-AT, 150 meg hard drive, HP LaserJet III Printer
Description of System Software:	Lotus 1-2-3; Allways add-on; dBASE IV
Form in Which Data are Sent to SEA:	Modified to use SEA definitions
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No
Computerized Individual Student Records at IEU Level:	No, do not have IEUS's
Noncomputerized System Description:	Local educational agencies are piloting varied systems within their respective areas. Some use model developed by private firm (but does not contain all required components for Federal data reporting nor does it stay current).
Uses of Data:	Federal reporting, State legislative information, internal operations court reports
Reports Regularly Generated:	Federal tables, Mattie T consent decree reports
Plans for Improving System:	Development and implementation of student oriented data base.
Other Relevant Information:	Plans are being developed for statewide model.
Name, Address, and Telephone Number of System Contact:	Gus Bowering Data/Technology Consultant Mississippi Department of Education P.O. Box 771 Jackson, MS 39205 (601) 359-3488

MISSOURI

Number of Years System has been in Operation:	6
Number of Data Items:	--
Description of System Hardware:	IBM PC System 36
Description of System Software:	None developed for special education
Form in Which Data are Sent to SEA:	95% paper - 5% diskettes
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No
Computerized Individual Student Records at IEU Level:	No, no IEUs
Noncomputerized System Description:	Reports are requested from districts and they are reported, on paper, to the State agency. Some information is gathered from data gathered for other sections, i.e., number of teachers, staff.
Uses of Data:	Federal reporting - information for other State agencies
Reports Regularly Generated:	No regular schedule
Plans for Improving System:	In process of completely redeveloping entire special education data system. System to be developed and implemented during 1991-92.
Other Relevant Information:	A new system will be designed to include capacity for gathering data, electronically from schools for federal data reporting.
Name, Address, and Telephone Number of System Contact:	Graham Williams Department of Elementary and Special Education P.O. Box 480 Jefferson City, MO 65101 (314) 751-3561

MONTANA

Data as of May 31, 1990.

Number of Years System has been in Operation:	Child count Part II since 1981, all others since 1987
Number of Data Items:	40+
Description of System Hardware:	Honeywell mainframe; IBM PC compatibles with Novell network; Mac; Apple II
Description of System Software:	Custom software (1981) for child count; dBASE III+ for many analyses
Form in Which Data are Sent to SEA:	Hardcopy LEA-verified child count forms
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	
Computerized Individual Student Records at IEU Level:	
Noncomputerized System Description:	
Uses of Data:	Federal reporting; budget preparation, analysis, approval; research requests; legislative requests, and lobbying; district requests
Reports Regularly Generated:	Child count Parts II and III; Statewide SE summary; budget detail and summaries; EHA-B allocations; preschool counts; handicap status; FTE and personnel count and listing; related services; many custom reports
Plans for Improving System:	Short-term: inservice on child count, better forms, instruction; improved verification by feedback to LEA (started this year). Longer-term: development of PC-based data entry and analysis; maybe electronic transfer (too many districts for diskette--no IEU).

Montana (continued)

Other Relevant Information:	We have discussed the feasbility of disk-based data entry and intend to push forward with this contingent on the redesign of our mainframe system and updating of our data entry capabilities. Data collection requirements and requests for results have outstripped the limited flexibility of the mainframe system. Currently, the child count program is run and the results are downloaded to dBASE for answering requests, etc. Another intermediate goal is to dovetail 94-142 data with that from other programs, e.g., Chapter 1, ESL, etc.
Name, Address, and Telephone Number of System Contact:	Mike Chapman OPI State Capitol, Room 106 Helena, MT 59620 (406) 444-4430

NEBRASKA

Number of Years System has been in Operation:	3
Number of Data Items:	12-21 depending on age and disability
Description of System Hardware:	IBM mainframe MS-DOS micros on LAN
Description of System Software:	on CMS, SAS, Easytrieve on micro, SMART, dBASE IV
Form in Which Data are Sent to SEA:	Tape, diskette, paper
Path Data Travels to Reach SEA:	School to School District to SEA There are other reporting entities such as County Superintendents, Cooperatives, and private agencies reporting directly to SEA. Also, correctional facilities and in some cases ESU (our IEU) report to the SEA. It would be appropriate to check all of the choices given above.
Computerized Individual Student Records at State Level:	Yes. We require records to be updated annually for the December 1 report; however, many districts update throughout the year.
Computerized Individual Student Records at IEU Level:	Not all of them, but some do.
Noncomputerized System Description:	--
Uses of Data:	Planning, evaluation, monitoring
Reports Regularly Generated:	Child count, management reports and ad hoc reports
Plans for Improving System:	--
Name, Address, and Telephone Number of System Contact:	Elaine Bahr Nebraska Department of Education Special Education Office P.O. Box 94987 Lincoln, NE 68509 (402) 471-2471

NEVADA

Number of Years System has been in Operation:	3
Number of Data Items:	8 for annual data 6 for child count
Description of System Hardware:	Macintosh SE, 100 MB hard drive, 4 MB RAM, DaynaFile disk drive to read MS DOS files
Description of System Software:	Filemaker Pro, Misc. translation software
Form in Which Data are Sent to SEA:	11 districts - hard copy 6 districts - data diskettes (Apple II, MacIntosh, and MS DOS formats)
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	Yes, computerized data on individual students is limited to specific elements required for State and Federal reporting. Records are updated annually.
Computerized Individual Student Records at IEU Level:	NA
Noncomputerized System Description:	NA
Uses of Data:	State reporting, Federal reporting, State monitoring, Transition Research Project, Legislative Planning
Reports Regularly Generated:	Child count/annual data/student lists by school for monitoring planning
Plans for Improving System:	Improve hardware and verification procedures. Provide technical assistance enabling more districts to utilize computerized reporting methods.
Name, Address, and Telephone Number of System Contact:	Ann Marek Nevada Department of Education Special Education Branch 400 W. King Carson City, NV 89710 (702) 687-3140

NEW HAMPSHIRE

Number of Years System has been in Operation:	Since 1977-78
Number of Data Items:	(minimum = 26, no maximum*) Basic = 6 Evaluation = 8 minimum (no maximum) Placement = 9 minimum (no maximum) Exit = 3 Additional records are kept on programs, program approval, rates, and school districts.
Description of System Hardware/ Software:	Prime mainframe operating under DBMS - custom FORTRAN program accessed via modem for interative data entry and retrieval LEAs use a variety of PCs. No software (other than modem control) is needed by LEAs.
Form in Which Data are Sent to send us paper SEA:	Electronic primarily, a few (less than 10 out of 170) LEAs still forms
Path Data Travels to Reach SEA:	Individual student data is generated by the child's special education team and recorded on the SPEDIS (Special Education Information System) form. Data from the forms entered directly into the State's database. This is generally done by a clerical person at the district or School Administrative Unit (SAU) level. There is no intermediate aggregation of or handling of the data.
Computerized Individual Student Records at State Level:	Yes. Records can be updated daily.
Computerized Individual Student Records at IEU Level:	NA
Noncomputerized System Description:	NA
Uses of Data:	Distribution of funds, Federal reporting, State and LEA planning, analysis, research, monitoring, information to public and other agencies, reports to legislature
Reports Regularly Generated:	Age handicap matrix, student rosters (over 100 formats on-line)

New Hampshire (continued)

Plans for Improving System: During the next 12 months we are planning to add a description of regular education which will indicate the school and grade level.

Other Relevant Information: Historical information (since 1982) is available.

Name, Address, and Telephone Number of System Contact:
Jane S. Weissmann
Bureau for Special Education Services
101 Pleasant Street
Concord, NH 03301
(6030 271-3741

NEW JERSEY

Number of Years System has been in Operation:	10
Number of Data Items:	Correspond to Federal, expenditures, through existing data in Division of Finance, add racial-ethnic-sex, number of classes
Description of System Hardware:	Digital Mini
Description of System Software:	SAS batch and ad hoc reports
Form in Which Data are Sent to SEA:	Paper or computer printout
Path Data Travels to Reach SEA:	District to SEA
Computerized Individual Student Records at State Level:	No
Computerized Individual Student Records at IEU Level:	NA
Noncomputerized System Description:	Paper system
Uses of Data:	Means and standard deviations of district handicapped rates; numbers of pupils receiving occupational therapy, physical therapy, speech and counseling, special study on local costs of special education, trends in classification rates and placements, racial-ethnic-gender rates over time.
Reports Regularly Generated:	Yes, routine and ad hoc
Plans for Improving System:	Op scan forms and electronic transfer.
Other Relevant Information:	We would like to develop a comparable floppy disc system to collect Federal and State data.
Name, Address, and Telephone Number of System Contact:	Dr. Mari Molenaar CN 500 Division of Special Education Trenton, NJ 08625 (609) 633-6972

NEW MEXICO

Number of Years System has been in Operation:	6 months
Number of Data Items:	Minimum 15 to maximum 25
Description of System Hardware:	IBM mainframe
Description of System Software:	Lotus/RPGI
Form in Which Data are Sent to SEA:	Data using either SDE software or private software
Path Data Travels to Reach SEA:	School District to SEA. Diskette or tape sent to SEA with private software
Computerized Individual Student Records at State Level:	Yes. Records are updated annually (not a true update--each year's collection is saved on tape).
Computerized Individual Student Records at IEU Level:	Yes
Noncomputerized System Description:	NA
Uses of Data:	State funding, Federal child count end of year report; legislative needs
Reports Regularly Generated:	
Plans for Improving System:	Will collect data simultaneously with funding (State) data via contracted program, using diskette or tape to report to mainframe.
Name, Address, and Telephone Number of System Contact:	Betty Kee Educational Consultant New Mexico Department of Education Education Building Santa Fe, NM 87501-2786 (505) 827-6541

NEW YORK

Number of Years System has been in Operation:	Approximately 7
Number of Data Items:	Approximately 100
Description of System Hardware:	Burroughs mainframe, IBM
Description of System Software:	In-house
Form in Which Data are Sent to SEA:	Paper
Path Data Travels to Reach SEA:	School district to SEA
Computerized Individual Student Records at State Level:	No - working on
Computerized Individual Student Records at IEU Level:	No - working on
Noncomputerized System Description:	Have multiple offices for jurisdiction over students. Many offices maintain own systems; statewide system doesn't integrate all system. In process of creating a regionalized data system that can be accessed by state office.
Uses of Data:	State and Federal aid, approval agencies (to place or serve)
Reports Regularly Generated:	Child count by handicap condition and discrete age, school placement, residence, service periods, etc.
Plans for Improving System:	Moving towards automation - implemented region by region
Name, Address, and Telephone Number of System Contact:	Frederick DeMay New York State Education Department Education Building Annex, Room 1073 Albany, NY 12234 (518) 474-8917

NORTH CAROLINA

Number of Years System has been in Operation:	Since 1983-84/5
Number of Data Items:	6
Description of System Hardware:	PC based
Description of System Software:	PC Focus with Lotus 1-2-3 forms
Form in Which Data are Sent to SEA:	Paper (moving toward electronic
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No
Computerized Individual Student Records at IEU Level:	NA
Noncomputerized System Description:	Some LEAs have computer systems, other use paper systems.
Uses of Data:	Legislative reports, above information, reports to higher education, Federal reports
Reports Regularly Generated:	Head counts by age/exceptionality longitudinal studies
Plans for Improving System:	Moving toward fully electronic transfer (projected date 91-92). PC or Network at school level System 36 or AS400 at district level. Mainframe at State level.
Other Relevant Information:	State audits headcounts on LEA basis. State and Federal funds are recalled for student records that are not in compliance.
Name, Address, and Telephone Number of System Contact:	Jim Barden Room 452, Education Building 110 W. Edenton Street Raleigh, NC 27603-1712 (919) 733-3921

NORTH DAKOTA

Number of Years System has been in Operation:	5
Number of Data Items:	Approximately 30
Description of System Hardware:	AT&T 6300 microcomputers primarily at local units; data are entered on IBM mainframe at State level
Description of System Software:	SAS used at State level to generate reports; local system updated and done with Clipper (a dBASE compiler)
Form in Which Data are Sent to SEA:	Floppy diskette
Path Data Travels to Reach SEA:	School to IEU to SEA
Computerized Individual Student Records at State Level:	Yes, data is collected from special education units by student. Records are updated twice per year.
Computerized Individual Student Records at IEU Level:	Yes. Records are updated at least twice per year.
Noncomputerized System Description:	NA
Uses of Data:	Child count Statistical reports
Reports Regularly Generated:	Those necessary to complete Federal reports, other State reports
Plans for Improving System:	Recently updated
Name, Address, and Telephone Number of System Contact:	Mr. Gary Holm Department of Public Instruction 600 Boulevard Avenue Bismarck, ND 58505 (701) 224-4564

OHIO

Number of Years System has been in Operation:	3
Number of Data Items:	Close to 200
Description of System Hardware:	Digital VAX and HP mainframe
Description of System Software:	Database - menu driven
Form in Which Data are Sent to SEA:	Paper or tape or electronic transfer
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No. The State does not maintain individual student records. Records are maintained at the district of residence and/or district of attendance if applicable.
Computerized Individual Student Records at IEU Level:	NA
Noncomputerized System Description:	The system maintains individual records on each student according to a data dictionary established at State level. The system contains also predesigned reports, with their own edit and validation routines to detect incomplete and inconsistent information. Reports are generated and transmitted electronically from the district to the Department's computer.
Uses of Data:	Federal and State reports; local reports
Reports Regularly Generated:	All Federal reports and local reports: class lists by teacher, evaluation and reevaluation reports, related services reports, transportation reports, due process report, and ad hoc reports.
Plans for Improving System:	Refinements of data dictionary, making the special education programs a subset of a larger data base that encompasses all students.
Other Relevant Information:	A new management information system which updates the current special education program is being developed within the State. The new MIS is inclusive of all students not just students with disabilities.

Ohio (continued)

Name, Address, and Telephone Number of System Contact:
George M. Khoury
933 High Street
Worthington, OH 43085
(614) 466-2650

OKLAHOMA

Numbers of Years System has been in Operation:	1 (updated)
Number of Data Items:	1,509 cells/106 items
Description of System Hardware:	MacIntosh
Description of System Software:	Microsoft works
Form in Which Data are Sent to SEA:	Paper/increasing number of LEAs - diskette
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	Yes, for child count/placement purposes but not for exiting data. Records are updated annually.
Computerized Individual Student Records at IEU Level:	Some do
Noncomputerized System Description:	NA
Uses of Data:	Federal reporting requirements Dissemination of information (demographics, etc) to LEAs, (some use in RPFs), IHEs, individuals upon request, parent groups, other State agencies
Reports Regularly Generated:	Child count, Data reports
Plans for Improving System:	Currently under way: working with individual LEAs (especially larger ones) to transmit data via diskettes (vs. paper).
Name, Address, and Telephone Number of System Contact:	Lisa McLaughlin Technical Assistance Officer Oklahoma State Department of Education 2500 N. Lincoln Boulevard, Suite 411 Oklahoma City, OK 73105-4599 (405) 521-4869

OREGON

Number of Years System has been in Operation:	8
Number of Data Items:	15 required 58 requested 90 optional
Description of System Hardware:	Apple, IBM and compatibles, Wang, MacIntosh and other mainframes
Description of System Software:	DB Master (Apple), DB Master DOS, DB Master Pascal, dBASE, COBOL mainframe, Microsoft Wks, Fox Pro, other
Form in Which Data are Sent to SEA:	Diskette, paper and tape
Path Data Travels to Reach SEA:	We do not collect school level information. LEAs and State agencies to State.
Computerized Individual Student Records at State Level:	Yes. Create new file on December 1 includes 15 required, 58 requested, and 90 optional data items.
Computerized Individual Student Records at IEU Level:	Handled individually
Noncomputerized System Description:	NA
Uses of Data:	Reporting
Reports Regularly Generated:	Legislative report (2 years), DFBCD data, State funded TMR Program, State regional program report (DF, BLD, AUT, DI), district report
Plans for Improving System:	Move student count to electronic transmission via phone or network, turn data collection activity over to DP, focus SPE work on program evaluation, revise database format to include: -- Registration file (1 record per student); and -- Multiple service records file.

Oregon (continued)

Move to standard ASCII file submission; include intermediate education agenda as submitters to reduce variation in submission formats; develop registration system; provide Report Writer Program usable with ASCII file; and set up ability to track exiting students and LEA transfers at the State level rather than asking districts to figure out this mess.

Name, Address, and Telephone Number of System Contact:

Patricia Almond
Program Evaluation & Information
Management Specialist
700 Pringle Parkway SE
Salem, OR 97310-0290
(503) 378-3702
SpecialNet: OREGONSE

PENNSYLVANIA

Number of Years System has been in Operation:	1
Number of Data Items:	60 required
Description of System Hardware:	Hewlett-Packard Series 925
Description of System Software:	State specific
Form in Which Data are Sent to SEA:	Nightly logging
Path Data Travels to Reach SEA:	School to School District to IU to SEA
Computerized Individual Student Records at State Level:	Yes. Records updated as needed or as information becomes available.
Computerized Individual Student Records at IEU Level:	Yes. Records updated as needed or as information becomes available.
Noncomputerized System Description:	
Uses of Data:	Federal forms, State Ad Hoc Reporting
Reports Regularly Generated:	Annual statistical summary, child counts and data report
Plans for Improving System:	Yes
Name, Address, and Telephone Number of System Contact:	Nancy C. Heyman Education Administrative Supervisor Bureau of Special Education Department of Education 333 Market Street Harrisburg, PA 17126-0333 (717) 783-6913

PUERTO RICO

Data as of 5/30/90.

Number of Years System has been in Operation:	NA
Number of Data Items:	Approximately 15
Description of System Hardware:	None
Description of System Software:	None
Form in Which Data are Sent to SEA:	Paper and pencil
Path Data Travels to Reach SEA:	School to School District to Regional Level to SEA
Computerized Individual Student Records at State Level:	
Computerized Individual Student Records at IEU Level:	
Noncomputerized System Description:	
Uses of Data:	State level
Reports Regularly Generated:	NA
Plans for Improving System:	The Puerto Rico Department of Education is actually updating their computer center. The special education program will be centralized in the near future.
Name, Address, and Telephone Number of System Contact:	Jesus Alsina Special Education Programs Department of Education P.O. Box 759 Hato Rey, PR 00919-759 (809) 754-8926

RHODE ISLAND

Number of Years System has been in Operation:	12 - 8 Using mainframe FOCUS; 6 expanded to community-based PC/FOCUS systems
Number of Data Items:	30
Description of System Hardware:	IBM 9370
Description of System Software:	CMS - FOCUS
Form in Which Data are Sent to SEA:	1989-90 - 99.9% = diskette; 0.1% = forms. Data collected in December and June
Path Data Travels to Reach SEA:	District to SEA
Computerized Individual Student Records at State Level:	Yes. Records updated in December and June.
Computerized Individual Student Records at IEU Level:	NA
Noncomputerized System Description:	NA
Uses of Data:	Federal reports; FTE's for State excess aid; special education statistical profile; analysis
Reports Regularly Generated:	By program placement; primary disability; age; district
Plans for Improving System:	--
Other Relevant Information:	Each district has computerized student records, which are theoretically updated on a daily basis, available at all times for their own use. The local file is an enhanced version of that maintained at the State level.
Name, Address, and Telephone Number of System Contact:	Terry Bergner 22 Hayes Street Providence, RI 02908 (401) 277-2841

SOUTH CAROLINA

Number of Years System has been in Operation:	1
Number of Data Items:	1,089
Description of System Hardware:	NCR PC8
Description of System Software:	Q&A
Form in Which Data are Sent to SEA:	Duplicates of OSEP forms
Path Data Travels to Reach SEA:	School district to SEA
Computerized Individual Student Records at State Level:	No
Computerized Individual Student Records at IEU Level:	No
Noncomputerized System Description:	The LEAs maintain individual student record systems under OSIRIS. This office collects federal data requirements on an aggregate basis from the LEAs/SOPs.
Uses of Data:	Federal requirements only
Reports Regularly Generated:	Once a year
Plans for Improving System:	South Carolina Department of Education is currently studying the feasibility of incorporating data requirements into the State's student based records system OSIRIS.
Name, Address, and Telephone Number of System Contact:	Frances Lewis Consultant, EHA-B Office of Programs for the Handicapped Santee Building, Suite 210 100 Executive Center Drive Columbia, SC 29210 (803) 737-8710

SOUTH DAKOTA

Number of Years System has been in Operation:	8
Number of Data Items:	14+
Description of System Hardware:	Mainframe
Description of System Software:	In-house
Form in Which Data are Sent to SEA:	Hardcopy and IBM disk
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	Yes. Updated annually.
Computerized Individual Student Records at IEU Level:	NA
Noncomputerized System Description:	NA
Uses of Data:	Reports, grants, planning
Reports Regularly Generated:	Status Report: Special Education in South Dakota
Plans for Improving System:	All districts on disk or direct into mainframe
Name, Address, and Telephone Number of System Contact:	Jan Hipple Section for Special Education 200 Governors Drive Pierre, SD 57501 (605) 773-3678

TENNESSEE

Number of Years System has been in Operation:	First year, 1989-90
Number of Data Items:	Approximately 36
Description of System Hardware:	LEAs IBM compatible
Description of System Software:	dBASE
Form in Which Data are Sent to SEA:	Hardcopy
Path Data Travels to Reach SEA:	School to School District to SEA. Student data sent from school on paper to school district for inclusion in LEA data base.
Computerized Individual Student Records at State Level:	No, each local school system maintains the data on their handicapped children. Records are updated at least four times per year, but some school systems update more frequently.
Computerized Individual Student Records at IEU Level:	Tennessee has no IEUs.
Noncomputerized System Description:	NA
Uses of Data:	Federal and State reports, report to court in consent agreement
Reports Regularly Generated:	Federal child related reports, State report used for funding, court reports
Plans for Improving System:	System in second year of use and has been refined. The system is more usable to LEAs currently and they can use more effectively as a management system.
Name, Address, and Telephone Number of System Contact:	Marion Parr 132 Cordell Hull Building Nashville, TN 37219 (615) 741-2851

TEXAS

Number of Years System has been in Operation:	2
Number of Data Items:	6.5 million records represent 600 descriptive item per student
Description of System Hardware:	AMDAHL 5890-300E
Description of System Software:	DB-2 with interface with IDEAL and SAS
Form in Which Data are Sent to SEA:	Tape
Path Data Travels to Reach SEA:	School to School District to IEU to SEA
Computerized Individual Student Records at State Level:	Yes. Records updated in fall (October) and spring (April).
Computerized Individual Student Records at IEU Level:	There are 20 Regional Service Centers. Each center edits and maintains the records of the LEAs of their geographic area. Records are updated concurrent with the State demand or in some cases the center is on-line with the LEA.
Noncomputerized System Description:	NA
Uses of Data:	All financial and program processing
Reports Regularly Generated:	Data base including a school (campus) annual performance report
Plans for Improving System:	Spring (March) - control reception of pupil data. Futures include: curriculum and facilities.
Other Relevant Information:	Texas has automated: 1. All personnel records of the LEAs 2. The complete chart of accounts to the campus level of both budget and expenditures 3. Pupil - demography, programs, and curriculum (individual data reports)

Texas (continued)

Name, Address, and Telephone Number of System Contact:

Robert M. Barker
Reports Management Division
Manager, Governmental Reporting
Texas Education Agency
William B. Travis Building
1701 North Congress
Austin, TX 78701
(512) 463-9025

UTAH

Number of Years System has been in Operation:	6
Number of Data Items:	Over 50
Description of System Hardware:	IBM mainframe
Description of System Software:	Districts used various communication packages
Form in Which Data are Sent to SEA:	Hardcopy
Path Data Travels to Reach SEA:	School District to SEA
Computerized Individual Student Records at State Level:	Yes. Three districts not on mainframe submit required data on tape (so all districts report the same data). Data are updated at a minimum-quarterly. Most are on a continuing basis.
Computerized Individual Student Records at IEU Level:	NA
Noncomputerized System Description:	NA
Uses of Data:	Legislative committees, fiscal appropriations for State, staff planning, student tracking
Reports Regularly Generated:	Generate Federal and State reports, fiscal reports
Plans for Improving System:	Major legislative study in process
Other Relevant Information:	We're moving toward having all data required for Annual Data Reports taken from mainframe data (except table for Personnel Needed).
Name, Address, and Telephone Number of System Contact:	Les Haley Specialist Fiscal and Data Management for Special Education Utah State Office of Education 250 East 500 South Salt Lake City, UT 84111-3204 (801) 538-7991

VERMONT

Number of Years System has been in Operation:	2
Number of Data Items:	Varies from 34-70+
Description of System Hardware:	IBM or IBM compatible
Description of System Software:	Power Base at LEA's and Focus at SEA
Form in Which Data are Sent to SEA:	Disk and hardcopy
Path Data Travels to Reach SEA:	School to Central Office to SEA
Computerized Individual Student Records at State Level:	Yes for students receiving special education services. Records are updated annually for the December child count.
Computerized Individual Student Records at IEU Level:	57 of the 61 LEAs have computerized student records; however, two of the 57 districts are not compatible with the SEA system. Some districts update their system on an ongoing basis (monthly or quarterly) while other districts only update their system for the December child count.
Noncomputerized System Description:	NA
Uses of Data:	Child count, monitoring system, legislative request
Reports Regularly Generated:	Monitoring, child count, data requests
Plans for Improving System:	Currently system is in 55 out of 61 districts. We want to bring it to all districts. We are also incorporating our monitoring system into it
Name, Address, and Telephone Number of System Contact:	Lisa Mazzitelli Department of Education 120 State Street Montpelier, VT 05602 (802) 828-3141

VIRGINIA

Number of Years System has been in Operation:	12/1/91 will be 4th year for using the system
Number of Data Items:	100+
Description of System Hardware:	IBM PC, MINIMUM 640K RAM and 20 mg. hard drive, (286/386 Recommended)
Description of System Software:	Custom, done in CLIPPER
Form in Which Data are Sent to SEA:	ASCII text file
Path Data Travels to Reach SEA:	School to School District to SEA or School District to SEA
Computerized Individual Student Records at State Level:	Yes. Records edited after December 1 whenever data may effect funding. Each subsequent December 1 load, replaces previous years' data.
Computerized Individual Student Records at IEU Level:	We do not have IEUs in Virginia
Noncomputerized System Description:	NA
Uses of Data:	Federal reports, state reports, state funding
Reports Regularly Generated:	--
Plans for Improving System:	System will be revised for 12/1/92 count, maybe sooner!
Name, Address, and Telephone Number of System Contact:	Jerry Mathews Virginia Department of Education P.O. Box 6Q Richmond, VA 23216 (804) 225-2944 or (804) 225-2962

WASHINGTON

Number of Years System has been in Operation:	10 months
Number of Data Items:	Includes all elements required for Federal (State) child counts and other student-based reports required by IDEA.
Description of System Hardware:	VAX Dec
Description of System Software:	Custom software developed by WA Student Information Processing Coop (WSIPC)
Form in Which Data are Sent to SEA:	Hard copy although working on process/software for electronic submission
Path Data Travels to Reach SEA:	School to School District to IEU to SEA
Computerized Individual Student Records at State Level:	Not at State level. An optional student based cooperative system is available for LEA participation.
Computerized Individual Student Records at IEU Level:	No, except for IEU-administered special education coops.
Noncomputerized System Description:	We still utilize system where LEA sends paper copy to ESD (IEU) for compilation and ESD sends to SEA for computer entry. This year LEAs will finally have the option of electronic submission to the SEA.
Uses of Data:	Includes required reports, legislative reports, enrollment projections, special studies, public information, discretionary grants needs assessment
Reports Regularly Generated:	All Federal and State required reports can be generated. Other custom uses also available to participant LEAs.
Plans for Improving System:	Have modified (optional) WSIPC system to respond to required Federal and State reports. Now working with Washington Special Education administrators through joint committee of WASA and WACASE to encourage all LEAs to participate in student based system (committee initiated by administrators). Also working with SEA committee on developing written agency policies for collection of student

	based data. Software to allow SEA to receive electronically data for required Federal reports is being developed for use in 1991-92 school year.
Name, Address, and Telephone Number of System Contact:	Dr. Jane L. Dailey/Elaine Kurlinski Superintendent of Public Instruction Old Capitol Building Olympic, WA 98504 (206) 753-2563

WEST VIRGINIA

Number of Years System has been in Operation:	1
Number of Data Items:	--
Description of System Hardware:	IBM PC with 3.5 disk drives LAN system
Description of System Software:	Enable
Form in Which Data are Sent to SEA:	Forms
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	No. A statewide data system is in the planning stages. Data would be collected at the regional level and then transmitted electronically to the SDE.
Computerized Individual Student Records at IEU Level:	No, but future plans will provide for this
Noncomputerized System Description:	Information is submitted to the State department from LEAs on forms (those from the Federal government and then altered). One component of West Virginia's Comprehensive Monitoring System is data documentation review on an annual basis. On site investigative reviews in selected LEAs would also focus on data review.
Uses of Data:	Legislative requests, monitoring activities, allocation of State special education money
Reports Regularly Generated:	Selected enrollment and financial information report
Plans for Improving System:	Statewide student data base
Other Relevant Information:	A spreadsheet on Supercalc 4 is used to enter data from the LEAs. We then have trend data for analysis.

West Virginia (continued)

Name, Address, and Telephone Number of System Contact:

Larry White
West Virginia Department of Education
Capital Complex Building 6
Room 309
Charleston, WV 25305
(304) 348-8830

WISCONSIN

Number of Years System has been in Operation:	Since 1985
Number of Data Items:	15 student specific items. Personnel information is obtained from other, existing sources and some district supplied data. Expenditure data is derived from other information supplied to the department by the districts.
Description of System Hardware:	Hitachi (comparable to IBM 4381) with worksite terminals.
Description of System Software:	Custom software uses CA-IDMS, DOS/DSEV with Environment CICS. Reports are generated with SAS.
Form in Which Data are Sent to SEA:	Scansheets, 3 1/2 inch and 5 1/4 inch diskettes, or computer tape
Path Data Travels to Reach SEA:	School to School District to SEA; the primary route is district to SEA, but some IEUs provide data processing services which actually submit to SEA
Computerized Individual Student Records at State Level:	Yes. Updated annually.
Computerized Individual Student Records at IEU Level:	Some do, some don't. Probably updated anually or more frequently.
Noncomputerized System Description:	NA
Uses of Data:	Generation of Federal data reports; internal and external information; determination of flow-through amounts
Reports Regularly Generated:	Only the Federal reports are currently being regularly produced. We are working to develop informational materials to use to report to the legislature and supply to the field.
Plans for Improving System:	Constantly improving.
Other Relevant Information:	Leaver data are collected during the summer following the school year.

Wisconsin (continued)

Name, Address, and Telephone Number of System Contact:

Paul Halverson
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707
(608) 266-1781

Anita Heisig
Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707
(608) 267-9167

WYOMING

Number of Years System has been in Operation:	3
Number of Data Items:	13
Description of System Hardware:	IBM PS2/60
Description of System Software:	Fox Pro
Form in Which Data are Sent to SEA:	Electronic/hardcopy/disk
Path Data Travels to Reach SEA:	School to School District to SEA
Computerized Individual Student Records at State Level:	Only on items we collect. Records are updated twice a year.
Computerized Individual Student Records at IEU Level:	Some do, some don't. Records are updated twice a year.
Noncomputerized System Description:	--
Uses of Data:	Federal reports and State
Reports Regularly Generated:	Handicapped students by district
Plans for Improving System:	--
Name, Address, and Telephone Number of System Contact:	Hank Buseck Director Federal Programs Unit State Department of Education Hathway Building 2300 Capitol Avenue, 2nd Floor Cheyenne, WY 82002

AMERICAN SAMOA

Note: Information as of 5/30/90.

Number of Years System has been in Operation:	--
Number of Data Items:	NA
Description of System Hardware:	NA
Description of System Software:	NA
Form in Which Data are Sent to SEA:	Paper
Path Data Travels to Reach SEA:	School to SEA
Computerized Individual Student Records at State Level:	
Computerized Individual Student Records at IEU Level:	
Noncomputerized System Description:	
Uses of Data:	--
Reports Regularly Generated:	--
Plans for Improving System:	--
Other Relevant Information:	This is a unitary SEA/LEA. We simply manually count students on IEPs. We are not computerized at this time.
Name, Address, and Telephone Number of System Contact:	Jane French Special Education Department of Education Pago Pago, American Samoa 96799

BUREAU OF INDIAN AFFAIRS

Number of Years System has been in Operation:	10+
Number of Data Items:	40
Description of System Hardware:	PC compatible
Description of System Software:	ISEP
Form in Which Data are Sent to SEA:	Printed reports
Path Data Travels to Reach SEA:	School to IEU to SEA
Computerized Individual Student Records at State Level:	Yes. They are being developed at this time, yet some schools still lack the ability to input. Records are updated annually.
Computerized Individual Student Records at IEU Level:	Yes. Records are updated annually.
Noncomputerized System Description:	NA
Uses of Data:	Generate funds - reports to Congress
Reports Regularly Generated:	Accounting
Plans for Improving System:	Constant
Name, Address, and Telephone Number of System Contact:	Dr. Joe Herrin Room 3512, Code 511 18th & C Streets, N.W. Washington, D.C. 20240-4000

APPENDIX C

DATA REPORT FORMS FOR THE 1990-91 SCHOOL YEAR

Contact Person Name: Lou Danielson
Telephone: (202) 732-1119

OSEP: 91-4 (A)

DRAFT

OSEP MEMORANDUM

TO:	Chief State School Officers
FROM:	Judy Schrag, Director Office of Special Education Programs
SUBJECT:	Addendum: Data Reports for the 1990-91 School Year

The 1990 Amendments to the Education of the Handicapped Act (now Individual with Disabilities Education Act) changed some of the data requirements. This memorandum outlines the effects the amendments have on the 1990-1991 school year data requirements and provides guidance on OSEP plans for 1991-1992 and beyond.

Please note the following changes in Part III of the Annual Data Report (OSEP Memo 91-4) forms and instructions for the data reports required under Part B of IDEA.

Part III - EHA (now IDEA) - B, Section 618 Forms - Changes

Table 2, Number and Type of Personnel Needed to Fill Funded Positions, will continue to be required in its' current form since it is a necessary part of the current regulation for Comprehensive System of Personnel Development (CSPD). OSEP is currently working on procedures for implementing the new CSPD requirements of IDEA. States will be involved in the development of these procedures and a schedule for implementation will be developed in cooperation with States.

Table 4, Youth Exiting the Educational System and Anticipated Services Needed. The anticipated service data will be required for the 1990-91 school year in its present form. As you may be aware, OSEP is currently developing an alternative system for collecting the anticipated service data. No additional data will be collected until the 1993-94 school year when the new system will be initiated. The exiting data will continue to be collected each year.

Table 5, Federal, State, and Local Funds Expended for Special Education and Related Services, is not required for the 1990-91 school year and will not be required in subsequent years.

Table 6, Special Education Programs and Related Services in Need of Improvement, is not required for the 1990-91 school year and will not be required in subsequent years.

Part III data reports (Tables 1, 2, 3, and 4) for school year 1990-91 are due at OSEP by November 1, 1991.

Please forward an original and two (2) copies of the required reports to the following address no later than November 1, 1991:

Judy Schrag, Director
Office of Special Education Programs
State Data Reports Unit
DPAP/PPIB
Switzer Building: Mail Stop 3512-2651
400 Maryland Avenue, S.W.
Washington, D.C. 20202-2651

cc: State Directors of Special Education

bcc: DPAP/PPIB

APPENDIX D

TRAUMATIC BRAIN INJURY OR HEAD INJURIES

(Newly included in definition of "children with disabilities" legislation)

Prepared by Westat Staff

The Problem

Traumatic Brain Injury (TBI) has been described often as "the silent epidemic" because the magnitude of the problem of head trauma has remained largely unknown by the American public. The statistics of head injury are staggering:

- 2 million head injuries occur each year in the U.S.
- A head injury occurs every 15 seconds in this country.
- 75,000 to 100,000 Americans die each year as a result of traumatic brain injury.
- 500,000 people will require hospitalization for traumatic head injuries per year.
- 70,000 to 90,000 individuals per year will suffer life-long physical, intellectual and psychological disabilities as a result of their head injuries.
- Two-thirds of those who sustain head injuries are under the age of 34, with the largest group of persons with brain injuries being 15- to 24-year old males.[*]
- Approximately 95,000 of the 375,000 U.S. children and adolescents younger than age 17 who sustain head injuries that require some type of medical care, have damage to the brain.[**]

---

[*] Federal Interagency Head Injury Task Force Report, February 1989.

[**] Bijur, P.E., Haslum, M. and Golding, J. "Cognitive and Behavioral Sequelae of Mild Head Injury in Children," **Pediatrics 86**, (September 1990): 337-344.

The Legislation

The purpose of the Individuals with Disabilities Education Act (IDEA), formerly known as the Education of the Handicapped Act (EHA), and signed into law on October 30, 1990, is to "assure that all handicapped children have available to them...a free appropriate public education which emphasizes special education and related services designed to meet their unique needs...." Recently, the reauthorization of IDEA specified that the definition of "children with disabilities" is modified to include children with head injuries and autism.

The Primary Occurrences in Brain and Head Injuries

It is suspected that some types of traumatic brain injuries may occur during either the pre- or perinatal period. These can result in learning, behavioral, and emotional problems, or other neurological impairments. However, our present state of technology does not appear to be capable of documenting specific causes for these occurrences. At present, there are many studies being undertaken in the epidemiologic, immunologic and molecular genetics area that are exploring these factors.

Traumatic brain or head injuries most often occur after birth, with the greatest occurrences being the result of some type of accident. There are two basic types of cerebral trauma: "closed head injury" (CHI) and "open head injury" (OHI). CHI is usually caused by a rapid acceleration and deceleration of the head during which the brain is whipped back and forth within the skull. The stress of the rapid movement pulls apart nerve fibers and causes damage to the activated system of neuro-fibers which are responsible for sending out messages to all parts of the body. This type of injury often occurs as a result of motor vehicle accidents, and places extreme stress on the brain stem which controls functions such as consciousness, breathing, heartbeat, eye and facial movements and swallowing. CHI may cause physical, intellectual, emotional and vocational difficulties for the injured person.

The second category of TBI is referred to as "open head injury". This is a visible injury and may be a result of an accident, gunshot wound or a variety of other external factors. OHI differs from CHI in that the injury is usually located at a focal point in the brain. Thus, very specific problems may result. For example, the individual may experience difficulties with forming speech, but show no problem with writing words on paper.

Traumatic brain injury may also occur from other sources. Benign or malignant tumors which grow from the coverings of the brain may cause difficulties due to the pressure exerted on the brain. Disorders of the blood vessels and the blood supply to the brain are also a common cause of brain damage. Hemorrhage (bleeding in or around the brain) may also damage brain tissue. Ischemia (the reduction in the blood supply to an area of the brain) may cause the brain tissue to die. Cardiac arrest, stroke, and accidents such as drowning, etc. all can cause anoxia (the lack of oxygen in the blood reaching the brain) and may result in TBI; the degree of impairment is related to the severity and duration of oxygen insufficiency.

Head injuries can also be serious or minor. A serious head injury is typified by a loss of consciousness (coma), which may be brief - lasting only a few minutes - or may extend to days, weeks or months. If the period of the coma is short, return to full or nearly full function is likely; but as time in coma lengthens, the greater the disability is likely to be. For patients with moderate brain injury (surviving six hours or less of coma) over half will be able to return to school, jobs, and independent living within a year after injury. However, many of these individuals will have some residual cognitive (thinking and reasoning) problems.

Unconsciousness lasting only a few moments (concussion) may not result in permanent brain damage or long-term disability, although an individual may be confused for several hours or days. It is important to note that a person does not have to lose consciousness to have sustained a head injury. With minor TBI, a person may have any one or several symptoms or impairments with less frequency or severity than the person with more serious head injury. In some cases of minor TBI, a diagnosis is not made and, thus, appropriate treatment or rehabilitation are not provided. Under these conditions, emotional problems may result for the person with minor TBI.

The Characteristics and Symptoms of Traumatic Brain Injury

Symptoms can vary greatly depending on the extent of the brain injury and whether the injury is focal (restricted to one region of the brain), diffuse (distributed throughout the brain) or a combination of both. Physical disabilities, impaired learning, and personality changes are common characteristics of persons who have suffered a traumatic brain injury.

> **Physical Impairments** - speech; vision, hearing and other sensory impairments; headaches; lack of coordination, spasticity of muscles, paralysis of one or both sides of the body and seizure disorders.

Cognitive Impairments - short and long-term memory deficits; concentration difficulties, slowness of thinking; planning, sequencing, and judgment impairments; attention, perception, and communication problems; reading and writing deficits.

Psycho-Social-Behavioral-Emotional Impairments - fatigue, mood swings, denial, self-centeredness, anxiety, depression, lowered self-esteem, sexual dysfunction, restlessness, lack of motivation, inability to self-monitor, difficulty with emotional control, inability to cope, agitation, excessive laughing or crying and difficulty in relating to others.

It is important to note that with early and ongoing therapeutic intervention, the severity of these symptoms may decrease, but in varying degrees. For example, intellectual ability might not improve, even over a long period of time, but behavioral or memory problems may abate.

The Classification of Students with Traumatic Brain or Head Injuries

As has been noted, the head injured student may demonstrate any combination of communicative, cognitive, physical, perceptual, behavioral, social, or emotional impairments. While several other disabilities may also result in deficits similar to those incurred by individuals with TBI, the combination of deficits found in head injured children cannot be as easily categorized and defined as is often the case with other disabilities. In other words, one cannot generalize that most students with head injuries will behave in a similar manner. Historically, there has not been a discrete category of educational exceptionality that "fits" the TBI student. It is probable that children with head injuries have been identified, in the past, as having either learning disabilities, or mental retardation.*** In addition, formal educational programs for those who have incurred head injuries have generally not been developed.

*** Carter, R. & Savage, R. (1985). "Education and the traumatically brain injured: Rights, protections and responsibilities," **Cognitive Rehabilitation**, 3 (5): 14-17.

Personnel Mapping Pilot Project

SECTION I. - DATA COLLECTION FORMS/INSTRUMENTS

The data collection forms/instruments listed on the next page are those that were available to us for this process. We need to verify that these are the correct, up-to-date, instruments used in your state as sources for staffing data sent to the United States Department of Education, Office of Special Education Programs (OSEP).

TASKS

1. Please review the information presented below. If the information is correct as presented, circle "Y" in the column called **VERIFY**.
2. If any of the information is incorrect, please strike it out and write in the correct wording using a red pen and circle "Y" in the column called **VERIFY**. If for some reason the information needed to verify the information is not available, circle "N" in the column called **VERIFY.**
3. Place an **X** in the box under **SOURCE** that best describes the level at which the data are collected.
4. List any additional forms/instruments which are used in your state to collect staffing data. This should include all instruments used in the reports sent to OSEP.
5. Use the letter in the first column throughout the rest of this questionnaire when referring to any of the data collection forms/instruments.

STATE:

DATA COLLECTION FORMS/INSTRUMENTS

REF	FORM/INSTRUMENT	SOURCE					VERIFY
		School	District	IEU	State Dept of Education	Other State Agency (Please Specify)	
A							Y N
B							Y N
C							Y N
D							Y N
E							Y N

SECTION II. - DEFINITIONS OF TERMS

Each of the pages in this section lists one of the special education personnel categories that are reported to the United States Department of Education, Office of Special Education Programs (OSEP). On each page there is a box at the top where a description is presented of the way that the staffing should be defined for reporting that position. Below this box is an indication of our interpretation of how the definition used in your state matches the one presented.

First there is a response as to whether there is an exact match to the definition presented. If **YES** is circled, no other entry is made for this personnel category. If **NO** is circled, a description is presented as to how the definition in your state is perceived to differ.

Second there is a response as to whether the reporting of FTE's by disability is an exact match to the definition presented. If **YES** is circled, no other entry is made for this personnel category. If **NO** is circled, a description is presented as to how FTE's in your state is perceived to differ.

Please review the definitions presented and our interpretation of how well the definition in your state matches. If you agree with our interpretation please circle the words **NO CHANGES** in the lower right hand corner of the page. If you disagree, please write in red ink any changes that are needed to correct the interpretation. Please indicate any error in the interpretation, no matter how minor.

STATE:

TEACHER OF STUDENTS WHO ARE MENTALLY RETARDED

A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class of students who are mentally retarded.

The determination of Full Time Equivalencies (FTEs) reported to OSEP should be based on the percentage of students who are mentally retardated taught by that teacher. A teacher who teaches only students who are mentally retarded and works full-time would be listed as one (1.0) FTE under the classification of Special Education Teacher of Students who are Mentally Retarded. A teacher who has 50 percent students who are mentally retarded and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs by disability an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

TEACHER OF STUDENTS WHO ARE HARD OF HEARING

A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class of students who are hard of hearing.

The determination of Full Time Equivalencies (FTEs) reported to OSEP should be based on the percentage of students who are hard of hearing taught by that teacher. A teacher who teaches only students who are hard of hearing and works full-time would be listed as one (1.0) FTE under the classification of Special Education Teacher of Students who are Hard of Hearing. A teacher who has 50 percent students who are hard of hearing and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs by disability an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

TEACHER OF STUDENTS WHO ARE DEAF

A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class of students who are deaf.

The determination of Full Time Equivalencies (FTEs) reported to OSEP should be based on the percentage of students who are deaf taught by that teacher. A teacher who teaches only students who are deaf and works full-time would be listed as one (1.0) FTE under the classification of Special Education Teacher of Students who are Deaf. A teacher who has 50 percent students who are deaf and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

E-7

____

____

____

Is reporting of FTEs by disability an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

____

________________________________ **NO CHANGES**

STATE:

TEACHER OF STUDENTS WHO ARE SPEECH OR LANGUAGE IMPAIRED

A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class of students who are speech or language impaired.

The determination of Full Time Equivalencies (FTEs) reported to OSEP should be based on the percentage of students with speech or language impairement who are taught by that teacher. A teacher who teaches only students who are speech or language impaired and works full-time would be listed as one (1.0) FTE under the classification of Special Education Teacher of Students who are Speech or Language Impaired. A teacher who has 50 percent students who are speech or language impaired and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs by disability an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

TEACHER OF STUDENTS WHO ARE VISUALLY HANDICAPPED

A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class of students who are visually handicapped.

The determination of Full Time Equivalencies (FTEs) reported to OSEP should be based on the percentage of students who are visually handicapped taught by that teacher. A teacher who teaches only students who are visually handicapped and works full-time would be listed as one (1.0) FTE under the classification of Special Education Teacher of Students who are Visually Handicapped. A teacher who has 50 percent students who are visually handicapped and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs by disability an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

251

NO CHANGES

STATE:

TEACHER OF STUDENTS WHO ARE SERIOUSLY EMOTIONALLY DISTURBED

A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class of students who are seriously emotionally disturbed.

The determination of Full Time Equivalencies (FTEs) reported to OSEP should be based on the percentage of students who are seriously emotionally disturbed taught by that teacher. A teacher who teaches only students who are seriously emotionally disturbed and works full-time would be listed as one (1.0) FTE under the classification of Special Education Teacher of Students who are Seriously Emotionally Disturbed. A teacher who has 50 percent students who are seriously emotionally disturbed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

____

____

Is reporting of FTEs by disability an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

____

____

__________________________ **NO CHANGES**

STATE:

TEACHER OF STUDENTS WHO ARE ORTHOPEDICALLY IMPAIRED

A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class of students who are orthopedically impaired.

The determination of Full Time Equivalencies (FTEs) reported to OSEP should be based on the percentage of students who are orthopedically impaired taught by that teacher. A teacher who teaches only students who are orthopedically impaired and works full-time would be listed as one (1.0) FTE under the classification of Special Education Teacher of Students who are Orthopedically Impaired. A teacher who has 50 percent students who are orthopedically impaired and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs by disability an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

TEACHER OF STUDENTS WHO HAVE OTHER HEALTH IMPAIRMENTS

A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class of students who have other health impairments.

The determination of Full Time Equivalencies (FTEs) reported to OSEP should be based on the percentage of students who have other health impairments taught by that teacher. A teacher who teaches only students who have other health impairments and works full-time would be listed as one (1.0) FTE under the classification of Special Education Teacher of Students who have Other Health Impairments. A teacher who has 50 percent students who have other health impairments and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs by disability an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

TEACHER OF STUDENTS WHO ARE SPECIFIC LEARNING DISABLED

A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class of students who are specific learning disabled.

The determination of Full Time Equivalencies (FTEs) reported to OSEP should be based on the percentage of students who are specific learning disabled taught by that teacher. A teacher who teaches only students who are specific learning disabled and works full-time would be listed as one (1.0) FTE under the classification of Special Education Teacher of Students who are Specific Learning Disabled. A teacher who has 50 percent students who are specific learning disabled and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs by disability an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

TEACHER OF STUDENTS WHO ARE DEAF-BLIND

A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class of students who are deaf-blind.

The determination of Full Time Equivalencies (FTEs) reported to OSEP should be based on the percentage of students who are deaf-blind taught by that teacher. A teacher who teaches only students who are deaf-blind and works full-time would be listed as one (1.0) FTE under the classification of Special Education Teacher of Students who are Deaf-Blind. A teacher who has 50 percent students who are deaf-blind and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

____

____

Is reporting of FTEs by disability an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

____

____

____ **NO CHANGES**

STATE:

TEACHER OF STUDENTS WHO ARE MULTIHANDICAPPED

A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class of students who are multihandicapped.

The determination of Full Time Equivalencies (FTEs) reported to OSEP should be based on the percentage of students who are multihandicapped taught by that teacher. A teacher who teaches only students who are multihandicapped and works full-time would be listed as one (1.0) FTE under the classification of Special Education Teacher of Students who are Multihandicapped. A teacher who has 50 percent students who are multihandicapped and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs by disability an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

TEACHER OF STUDENTS WHO HAVE CROSS-CATEGORICAL DISABILITIES

A certified, licensed, or otherwise qualified teacher who provides special education instruction to a group or class of students who have cross-categorical disabilities.

The determination of Full Time Equivalencies (FTEs) reported to OSEP should be based on the percentage of students who have cross-categorical disabilities taught by that teacher. A teacher who teaches only students who have cross-categorical disabilities and works full-time would be listed as one (1.0) FTE under the classification of Special Education Teacher of Students who have Cross-Categorical Disabilities. A teacher who has 50 percent students who have cross-categorical disabilities and works half-time would be listed as one-quarter (0.25) FTE.XX

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs by disability an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

VOCATIONAL EDUCATION TEACHER

A teacher who is certified, licensed, or otherwise qualified to provide the following special education services:

> ***Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.***

The determination of FTEs reported to OSEP should be based on the percentage time that the teacher engages in the above defined activities. A teacher who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Vocational Education Teachers. A teacher for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

PHYSICAL EDUCATION TEACHER

A school staff member who is certified by the State Education Agency to provide special physical education, adaptive physical education, movement education, or motor development to handicapped children and youth.

The determination of FTEs reported to OSEP should be based on the percentage time that the teacher engages in the above defined activities. A teacher who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Physical Education Teachers. A teacher for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

WORK-STUDY COORDINATOR

A school staff member who plans and conducts special education work-study program, and confers with school and community personnel to impart information about program and to coordinate program functions with related activities.

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Work-Study Coordinators. An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

PSYCHOLOGIST

Certified, licensed, or otherwise qualified professional who provides the following services:

1. ***Administering psychological and educational tests, and other assessment procedures;***
2. ***Interpreting assessment results;***
3. ***Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;***
4. ***Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations; and***
5. ***Planning and managing a program of psychological services, including psychological counseling for children and parents.***

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Psychologists. An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

SCHOOL SOCIAL WORKER

Certified, licensed, or otherwise qualified professional who provides the following services:

1. ***Preparing a social or developmental history on a handicapped child;***
2. ***Group and individual counseling with the child and family;***
3. ***Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and***
4. ***Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program.***

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of School Social Workers. An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

275

NO CHANGES

STATE:

OCCUPATIONAL THERAPIST

Certified, licensed, or otherwise qualified professional who provides the following:

Services to address the functional needs of a child related to the performance of self-help skills, adaptive behavior and play, and sensory, motor, and postural development. These services are designed to improve the child's functional ability to perform tasks in home, school, and community settings, and include –

1. ***Identification, assessment, and intervention;***
2. ***Adaptation of the environment, and selection, design and fabrication of assistive and orthotic devices to facilitate development and promote the acquisition of functional skills; and***
3. ***Prevention or minimization of the impact of initial or future impairment, delay in development, or loss of functional ability.***

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Occupational Therapists. An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

AUDIOLOGIST

Certified, licensed, or otherwise qualified professional who provides the following services:

1. ***Identification of children with hearing loss;***
2. ***Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;***
3. ***Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lipreading), hearing evaluation, and speech conservation;***
4. ***Creation and administration of programs for prevention of hearing loss;***
5. ***Counseling and guidance of pupils, parents, and teachers regarding hearing loss; and***
6. ***Determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.***

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Audiologists. An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

TEACHER AIDE

A school staff member assigned to assist a teacher:

1. ***In activities requiring minor decisions regarding students,***
2. ***In such activities as monitoring, conducting rote exercises, operating equipment, and clerking.***
3. ***This position:***
   - ***(1) Includes only paid staff,***
   - ***(2) Includes transportation aides and cafeteria aides, and***
   - ***(3) Excludes volunteer aides.***

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Teacher Aides. An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

RECREATION THERAPIST

Certified, licensed, or otherwise qualified professional who provides the following services:

1. ***Assessment of leisure function;***
2. ***Therapeutic recreation services;***
3. ***Recreation programs in schools and community agencies; and***
4. ***Leisure education.***

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Recreation Therapists. An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

OTHER DIAGNOSTIC STAFF

A staff member other than psychologists, counselors, teachers, occupational therapists, physical therapists, school social workers, and supervisors/administrators responsible for investigating and assessing the need for special education and related services for students. These individuals may include psychometricians, educational diagnosticians, or psychological assistants.

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Other Diagnostic Staff. An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

PHYSICAL THERAPIST

Certified, licensed, or otherwise qualified professional who provides the following services:

1. ***Screening of handicapped children and youth to identify movement dysfunction;***
2. ***Obtaining, interpreting, and integrating information appropriate to program planning, to prevent or alleviate movement dysfunction and related functional problems; and***
3. ***Providing services to prevent or alleviate movement dysfunction and related functional problems.***

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Physical Therapists. An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

COUNSELOR

A certified, licensed, or otherwise qualified staff member who is assigned specific duties and school time to activities which may include:

1. ***Counseling with students and parents,***
2. ***Consulting with other staff members on learning and behavior problems,***
3. ***Evaluating student abilities,***
4. ***Assisting students in making educational and career choices,***
5. ***Assisting students in personal and social development,***
6. ***Providing referral assistance,***
7. ***Working with other staff members in planning and conducting guidance programs for students.***

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Counselors. An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

____

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

____

NO CHANGES

STATE:

SUPERVISOR/ADMINISTRATOR

District or intermediate unit special education professionals whose activities are concerned with directing and managing the operation of a particular special education school or program. This includes those supervisory/administrative staff members employed or needed in schools operated directly by the State Education Agency.

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Supervisors/Administrators. An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

SUPERVISOR/ADMINISTRATOR (SEA)

State Education Agency professionals who are involved in the administration and management of special education programs for handicapped children and youth. This would ordinarily include all professional staff in the State unit responsible for administering special education.

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Supervisors/Administrators (SEA). An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

OTHER PROFESSIONAL STAFF

A non-instructional staff member performing specially designed services not provided by regular education or special education instruction to meet the unique needs of a student to benefit from the educational program. This includes Rehabilitation Engineers, and staff involved in specialized health services, and specialized food service.

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Other Professional Staff. An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

STATE:

NON-PROFESSIONAL STAFF

Staff persons such as bus drivers, kitchen staff, etc. who are not professionals and not listed under the category of aides but whose duties support special education classes.

The determination of FTEs reported to OSEP should be based on the percentage time that the individual engages in the above defined activities. An individual who does ONLY such activities and works full-time would be listed as one (1.0) FTE under the classification of Non-Professional Staff. An individual for whom these activities comprise 50 percent of all activities performed and works half-time would be listed as one-quarter (0.25) FTE.

Is this definition an **EXACT MATCH** to the one used by your state?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

Is reporting of FTEs an **EXACT MATCH** to the one used by your state when reporting FTEs to OSEP?

Circle one: **YES** **NO**

If no, please indicate as precisely as possible the ways in which the definition used in your state differs from the one above. Use addition pages if needed.

NO CHANGES

SECTION III. CERTIFICATION PROCESSES

The next 2 pages are tables that lists each of the special education teacher and special education other personnel categories. For each personnel category, please indicate by circling "Y" for yes or "N" for no in the column titled "In place?" whether or not your state uses one of the listed alternative processes for certification/ licensure/approval in that personnel category. The categories are:

Regular or Standard--A teacher who has met the State's regular or standard certification requirements in his or her assigned field(s), i.e., subject area.

Probationary--A teacher who has met the State's regular or standard certification requirements in his or her assigned field(s), i.e., subject area EXCEPT the completion of a probationary period.

Temporary, Provisional, or Emergency--A teacher who needs additional coursework before regular certification can be obtained.

Other--If your state uses some other process, please specify the process in the space at the bottom of the form.

In the space next to each of the columns titled "In Place?" is a column titled "Months." In those places where you marked yes to a specific alternative process, please indicate the number of months for which the process applies to an individual covered. If a person is given a one year probationary approval as a Teacher of Students with Specific Learning Disabilities, place "12" in this column. If the length of time is variable from 6 to 18 months, place "6 - 18" in the column. If the length of time is not specified, place "Unknown" in the column.

CERTIFICATION PROCESSES - TEACHERS

Special Education Teacher Personnel Category	Standard/ Regular		Probationary		Temporary, Provisional, Emergency				Other *	
	In Place?	Months	In Place?	Months	In Place?	Months	In Place?	Months	In Place?	Months
Mental Retardation	Y N		Y N		Y N		Y N		Y N	
Hard of Hearing	Y N		Y N		Y N		Y N		Y N	
Deaf	Y N		Y N		Y N		Y N		Y N	
Speech or Language Impaired	Y N		Y N		Y N		Y N		Y N	
Visually Handicapped	Y N		Y N		Y N		Y N		Y N	
Seriously Emotionally Disturbed	Y N		Y N		Y N		Y N		Y N	
Orthopedically Impaired	Y N		Y N		Y N		Y N		Y N	
Other Health Impaired	Y N		Y N		Y N		Y N		Y N	
Specific Learning Disability	Y N		Y N		Y N		Y N		Y N	
Deaf-Blind	Y N		Y N		Y N		Y N		Y N	
Multihandicapped	Y N		Y N		Y N		Y N		Y N	
Cross Categorical	Y N		Y N		Y N		Y N		Y N	
Other *	Y N		Y N		Y N		Y N		Y N	

*** Please specify other:** ____________________

____

____

____

Waivers: Are waivers used in your State in the area of teacher certification? Please explain.

CERTIFICATION PROCESSES - OTHER PERSONNEL

Other Special Education Personnel Category	Standard/ Regular		Probationary		Temporary, Provisional, Emergency				Other *	
	In Place?	Months	In Place?	Months	In Place?	Months	In Place?	Months	In Place?	Months
Vocational Education Teacher	Y N		Y N		Y N		Y N		Y N	
Physical Education Teacher	Y N		Y N		Y N		Y N		Y N	
Work-Study Coordinator	Y N		Y N		Y N		Y N		Y N	
Psychologist	Y N		Y N		Y N		Y N		Y N	
School Social Workers	Y N		Y N		Y N		Y N		Y N	
Occupational Therapists	Y N		Y N		Y N		Y N		Y N	
Audiologists	Y N		Y N		Y N		Y N		Y N	
Teacher Aide	Y N		Y N		Y N		Y N		Y N	
Recreational Therapist	Y N		Y N		Y N		Y N		Y N	
Other Diagnostic Staff	Y N		Y N		Y N		Y N		Y N	
Physical Therapist	Y N		Y N		Y N		Y N		Y N	
Counselors	Y N		Y N		Y N		Y N		Y N	
Supervisor/Administrator	Y N		Y N		Y N		Y N		Y N	
Supervisor/Administrator (SEA)	Y N		Y N		Y N		Y N		Y N	
Other Professional Staff	Y N		Y N		Y N		Y N		Y N	
Non-Professional Staff	Y N		Y N		Y N		Y N		Y N	

*** Please specify other:** ______________________________

____

Waivers: Are waivers used in your State in the area of teacher certification? Please explain.

APPENDIX F

CRITERIA FOR DATA VALIDATION PROCESS: ALLOWABLE YEAR-TO-YEAR CHANGES

(As of February 1990)

1. CHILD COUNT DATA (Chapter 1 of ESEA (SOP) and EHA-B)

Handicapping Condition	Age Group	Number and Percent Changes
All handicapping conditions	0-2 & 3-5	+ or - 100 and + or - 20%
Learning disabled Speech impaired Mentally retarded Emotionally disturbed	6-21	+ or - 250 and + or - 20%
Hard of hearing and deaf Multihandicapped Orthopedically impaired Other health impaired Visually handicapped Deaf-blind	6-21	+ or - 100 and + or - 20%

2. PERSONNEL EMPLOYED

- Special Education Teachers

Handicapping Condition	Age Group	Number and Percent Changes
All handicapping conditions	3-21	+ or - 250 and + or - 20%

- School Staff Other Than Special Education Teachers

Type of Staff	Age Group	Number and Percent Changes
Teacher aides Other non-instructional staff	3-21	+ or - 500 and + or - 20%
Supervisors/administrators Psychologists	3-21	+ or - 50 and + or - 20%

Type of Staff	Age Group	Number and Percent Changes
Social workers	3-21	+ or - 25 and + or - 20%
Occupational therapists		
Recreational therapists		
Physical therapists		
Physical education teachers		
Diagnostic staff		
Audiologists		
Work-study coordinators		
Vocational education teachers		
Counselors		
Supervisors/administrators (SEA)		

3. PERSONNEL NEEDED

- Special Education Teachers

Handicapping Condition	Age Group	Number and Percent Changes
All handicapping conditions	3-21	+ or - 250 and + or - 20%

- School Staff Other Than Special Education Teachers

Type of Staff	Age Group	Number and Percent Changes
Teacher aides	3-21	+ or - 250 and + or - 20%
Supervisors/administrators	3-21	+ or - 50 and + or - 20%
Psychologists		
Other non-instructional staff		
Social workers	3-21	+ or - 25 and + or - 20%
Occupational therapists		
Recreational therapists		
Physical therapists		
Physical education teachers		
Diagnostic staff		
Audiologists		
Work-study coordinators		
Vocational education teachers		
Counselors		
Supervisors/administrators (SEA)		

4. EDUCATIONAL PLACEMENT (for all handicapping conditions)

Educational Settings	Age Group	Number and Percent Changes
Regular class Resource room Separate class	3-21	+ or - 2,000 and + or - 20%
Public separate school facility Private separate school facility	3-21	+ or - 500 and + or - 20%
Public residential facility Private residential facility Homebound/hospital environment Correctional facilities	3-21	+ or - 150 and + or - 20%

5. EXITING (for all handicapping conditions)

Basis of Exit	Age Group	Number and Percent Changes
Graduated with diploma Total exiting the system	14-21	+ or - 1,000 and + or - 20%
Dropped out Other basis of exit	14-21	+ or - 500 and + or - 20%
Graduated with certificate	14-21	+ or - 250 and + or - 20%
Reached maximum age	14-21	+ or - 100 and + or - 20%

APPENDIX G

A GUIDE TO IMPROVING THE NATIONAL EDUCATION DATA SYSTEM

Executive Summary

October 1990

Membership
The National Education Statistics Agenda Committee (NESAC)
National Forum on Education Statistics

Barbara Berns	Massachusetts Department of Education
Joel Bloom Subcommittee Chair	New Jersey Department of Education
Henry Borgrink	New Mexico Department of Education
Frederick Brigham	National Catholic Education Association
Robert Burns Subcommittee Chair	Oregon Department of Education
Lynn Cornett Subcommittee Chair	Southern Regional Education Board
Brenda Epati-Tanoi	American Samoa Department of Education
Louis Danielson	U.S. Department of Education
Gary P. Farland	Minnesota Department of Education
Pascal D. Forgione Jr. Chair	Connecticut Department of Education
Milton Goldberg	U.S. Department of Education
Jeanne E. Griffith Subcommittee Chair	U.S. Department of Education
Marian Hylen	Idaho Department of Education
Jay M. Jeffery	Utah Department of Education
Mary Johnson	U.S. Department of Defense Dependent Schools
Mary Jeanne LeTendre	U.S. Department of Education
Joyce McCray	Council of American Private Education
Lynn M. Moak	Texas Education Agency
Wayne Neuberger	Oregon Department of Education
William L. Padia	California Department of Education
James Phelps Subcommittee Chair	Michigan Department of Education
Gary Phillips	U.S. Department of Education
Thomas Pickens	Oklahoma Department of Education
Paul D. Sandifer	South Carolina Department of Education
Ramsay Selden	Council of Chief State School Officers
Edward Sloat	Arizona Department of Education
H.M. Snodgrass	Kentucky Department of Education
David Lee Stevenson	U.S. Department of Education
Donley Taft	Rhode Island Department of Education
Susan Tyson	Georgia Department of Education
Wilmer Wise	Delaware Department of Education

Staff Liaison

Martin E. Orland	U.S. Department of Education National Center for Education Statistics

A Guide To Improving the National Education Data System

Executive Summary

Introduction

This Guide To Improving the National Education Data System is the first publication of the newly created National Forum on Education Statistics. The report includes 36 recommendations for improving the Nation's elementary and secondary education statistics system. This proposed national education data agenda is the product of a broad-based, consensus building process that included representatives of State and Federal education agencies and of organizations with a major interest in education data. Together they have agreed on the types of improvements that are most important for enhancing the usefulness of the education data base.

The cooperative decisionmaking model that shaped the development of this report and guides other activities of the National Forum on Education Statistics reflects the spirit of the National Cooperative Education Statistics System, created by the Hawkins-Stafford Education Amendments of 1988 (P.L. 100-297). The Cooperative System provides a legislative mandate and structure for the Federal-State partnership that collects and reports elementary and secondary education statistics under the auspices of the National Center for Education Statistics (NCES) of the U.S. Department of Education.

Established in 1989, the National Forum is the principal mechanism for implementing the goals of the Cooperative System. The National Forum is an independent body whose mission is to propose and support improvements in the Cooperative System and the elementary and secondary education data base through the collaborative effort of all of its members. Nearly a hundred individuals who represent State and Federal education agencies and national education organizations make up its membership. The National Education Statistics Agenda Committee (NESAC) of the National Forum prepared this report, which has been endorsed by the National Forum.

OVERVIEW

NATIONAL FORUM ON EDUCATION STATISTICS

LEGISLATION

CONGRESS

The Hawkins-Stafford Amendment of 1988
(Public Law 100-297)

The National Cooperative Education Statistics System

IMPLEMENTATION

UNITED STATES
DEPARTMENT OF EDUCATION

National Center for Education Statistics/
Office of Educational Research and Improvement

The National Forum on Education Statistics

Membership (92 members as of October 1990)

- o 68 Voting Members:
  - - 56 State Education Agency Members; and
  - - 12 Federal Agency Members
- o 24 Associate Members:
  - - 16 National/State Organization Members; and
  - - 8 Federal Organization Members

A Guide To Improving the National Education Data System

Executive Summary

Good data help to make good policies! That simple credo embodies the rationale for this document--the first "product" of the newly created National Forum on Education Statistics. Prepared by the National Education Statistics Agenda Committee (NESAC) of the National Forum, the report marks a first step in fulfilling the mandate to develop and propose an agenda for improving the Nation's elementary and secondary education statistics system in order to meet the needs of education policymakers, planners, and practitioners in the 1990's and beyond.

The report examines the strengths and weaknesses of the current elementary and secondary education data system and presents recommendations for improving the system's usefulness. Much of what we say is not new. In recent years scholars, policymakers, practitioners, and others have devoted considerable attention to the question of how to improve national education data.

What is unique, and even revolutionary, about this report is that it is the product of a broad-based, consensus-building process. For the first time, representatives of State and Federal education agencies, as well as of organizations with a major interest in education data, have agreed on the types of improvements that are most important for enhancing the usefulness of the national elementary and secondary education statistical data base. Despite differences in data needs and diverse constituencies, members of the National Education Statistics Agenda Committee have worked cooperatively to develop a broad agenda for action.

A useful and responsive national education data system must, to the extent feasible, accommodate the high-priority data needs of its various "education stakeholders." Thus, this report offers a data improvement itinerary for overcoming significant limitations in the ability of the present data system to address important policy concerns. The recommendations represent destination points that the system can, and eventually should, reach.

However, there is a difference between establishing a statistical improvement agenda and implementing that agenda. Proposing an itinerary of important statistical improvement destinations, while valuable, is not the same as determining how best to reach them or even which improvements to address first.

Taking those steps will require additional research that explicitly considers the strengths and weaknesses of specific implementation strategies from such perspectives as information quality, cost, burden, and compatibility with current activities. Thus, the National Forum's next step will be to convene a special task force to develop a plan for implementing the statistical system improvements recommended in this guide.

Key Principles and Precepts

To guide the National Forum toward the goal of creating a national system of high-quality, policy-relevant education statistics, the Forum developed the following key principles that define the critical characteristics of data which the system should produce. The data should:

- **provide valid measures of the underlying phenomena of interest;**
- **provide reliable measures of the underlying phenomena of interest;**
- **be reported at a level of aggregation consistent with the policy questions of interest; and**
- **be reported in a timely fashion on a schedule that is consistent with decisionmaking calendars.**

The National Forum also developed the following five core precepts governing the creation of this statistical improvement guide:

1. **to focus on the high-priority information needs of education policymakers;**
2. **to focus on questions of what and why rather than how;**
3. **to focus, initially, on education descriptors and indicators;**
4. **to focus on four specific data domains--background/demographics, education resources, school processes, and student outcomes; and**
5. **to focus on issues of data validity, reliability, level of aggregation, and timeliness in identifying current system limitations.**

Organization of the Report

This report examines the nature and adequacy of national data in the four major domains of background/demographics, education resources, school processes, and student outcomes. For each domain, the report:

- discusses the potential importance of the data for policy purposes, including the particular questions that should be informed by such data;
- discusses the nature and limitations of current national collections and reports;
- discusses potential strategies for improvement; and
- summarizes specific data improvement recommendations.

Rationale and Important Recommendations by Data Domain

The following sections of this summary explain the rationale for requesting data in each of the four major domains included in this study and list the specific statistical improvement recommendations that grew out of the analysis of each data domain.

I. Student and Community Background Statistics

To be truly useful, a national education statistics system must go beyond collecting data about the education system itself. The statistics system must also provide data on the demographic or background "inputs" that are likely to affect the condition and performance of the Nation's schools. The policy questions concerning demographic statistics have a number of important implications for data collection and reporting.

At the most fundamental level, policymakers must have the information they need to discern broad trends and patterns in key demographic characteristics of students, families, and school communities. Given the mobility of student populations and the frequent changes in their circumstances, data on such characteristics should be collected often and reported with regularity.

In addition, accurate, reliable, and comparable data are needed to allocate resources fairly. When jurisdictions employ idiosyncratic definitions of student characteristics such as race, income, and attendance that are used in allocating education program funds, the integrity and fairness of the programs and their funding systems are compromised. Thus, whenever demographic data are used to allocate program funds, it is especially important that definitions be consistent and uniformly applied.

Finally, since demographic data are likely to be related to other data in many types of analyses, policymakers should be able to look at variables of interest by demographic subgroup, particularly in addressing questions of equity. Whether a policy question focuses on individuals (e.g., Are students receiving instruction from "qualified" teachers?) or aggregates (e.g., Are schools and districts employing appropriately "qualified" instructors?), it is relevant to ask whether the findings are consistent for all racial/ethnic groups and social classes.

Recommendations. The National Forum makes the following seven recommendations for improving data collection and reporting in the domain of student and community background statistics:

1. Using data extracted from State administrative record systems on the universe of public school students, the National Center for Education Statistics (NCES) should annually collect and report State- and national-level aggregates on the following student background characteristics:

   - Fall membership counts by race/ethnicity by grade;
   - Fall membership counts by sex by grade.

2. NCES should annually report State- and national-level aggregate statistics collected by other agencies on the following student subgroups:

   - Handicapped students served, by type of handicap;
   - Free-lunch participants; and
   - Participants in compensatory, bilingual, and vocational education programs.

3. NCES, in cooperation with other Federal and State agencies, should work toward the regular collection and reporting of the following State and national student background statistics:

   - Limited-English-proficiency status;
   - Student handicapping conditions by race;
   - Participation in prekindergarten education programs;
   - Student health status (e.g., nutrition, health-related absenteeism, and drug and alcohol use); and
   - Student mobility and migrant status.

4. The Office of Educational Research and Improvement (OERI) should fund special studies investigating the efficacy of using free-lunch data as proxies for student socioeconomic status (SES) and the costs, benefits, and burdens associated with regularly collecting and reporting alternative SES measures. These studies should specifically examine issues of validity, reliability, and usefulness of free-lunch and alternative measures for different types of reporting and analysis as well as administrative issues related to the collection and reporting of such measures.

5. NCES should develop the capacity to collect and report private school student background characteristics that are parallel to those being developed for the universe of public school students. Data might come from the NCES private

school survey and the Schools and Staffing Survey (SASS), and they should be reported as national aggregates and, to the extent feasible, State aggregates.

6. In reporting measures of education resources, school processes, and student outcomes from its sample and universe surveys, NCES should attempt, to the extent feasible and appropriate, to provide disaggregated data using the following student and community background characteristics:

   - Sex;
   - Racial/ethnic-group affiliation;
   - Limited-English-proficiency status;
   - Community wealth; and
   - Family income.

7. NCES should consider reporting distributional patterns for the following student and community background variables in conjunction with particular resource, process, and outcome measures:

   - Public/private school enrollment;
   - Student employment status;
   - Measures of family background (e.g., parents' education, language spoken in the home);
   - Student mobility; and
   - Student handicapping condition.

II. Education Resource Statistics

Education resources include both fiscal resources and human and nonhuman resources. States--and school districts within States--have varying amounts of money available to them, governmental levels providing funds (e.g., Federal, State, intermediate, and local), and funding sources (taxation, aid, and nontax revenues). In recent years, education policymakers and the public have shown a growing concern about how education resources are allocated and what the relationship is between education spending and student achievement. Such concerns focus on five key questions:

1. **What is the total amount spent on elementary and secondary education at the national, State, and local levels?**

2. **What percentage comes from each source of revenue for elementary and secondary education (Federal, State, intermediate, local, and private)?**

3. **What do education dollars buy at the national, State, and local levels?**

4. **How are education resources distributed among the States and school districts?**

5. **How is the allocation of education resources in the States affected by differences in levels of student need, fiscal capacity, and cost?**

The Federal Government already collects most of the data needed to address these major education resource policy questions, at least for reporting at the national and State levels of aggregation. The redesign of the NCES Common Core of Data (CCD) has resulted in the creation of the new National Public Education Financial Survey, which provides the most comprehensive and detailed data on education revenues and expenditures that have ever been available. Thus, some of the recommendations for this domain would require enhancements or improvements in current data collections rather than new collections.

In other resource areas, much developmental work and examination of alternative strategies will be necessary before implementation can proceed. For example, economists have developed a variety of techniques for adjusting resource costs across States and over time (which is a major improvement recommendation in this domain). Each model has its strengths and weaknesses; each is appropriate for some purposes more than others; and each carries with it different cost and burden implications. Thus, considerable work is still needed before the National Forum can recommend implementing specific nationally adjusted education resource figures.

Recommendations. The National Forum makes the following 12 recommendations for improving data collection and reporting in the domain of education resource statistics:

1. The National Center for Education Statistics (NCES) should collect and report a set of national- and State-level education revenue, expenditure, and human resource measures on an annual basis, using data items from the National Public Education Financial Survey for Fiscal Year 1989 and the Common Core of Data (CCD) Nonfiscal Surveys.

2. NCES should continue to provide training and technical support to States to "crosswalk" data elements specified by the current CCD Financial Survey as well as other assistance necessary for meeting the Handbook 2R2 classifications.

3. NCES and other Federal agencies should investigate the feasibility of developing a State-by-State statistical measure to adjust education resource data for differences among States and to report education resource trends over time in constant dollars.

4. NCES and other Federal agencies should investigate the feasibility of developing a State-by-State statistical measure to adjust salary data for differences among States and to report education salary trends over time in constant dollars.

5. NCES and other Federal agencies should engage in research and development efforts that will enable them to make accurate, comparable, and informative international comparisons of U.S. national education resource commitments with those of other industrialized nations.

6. NCES should continue to collect and report data from the CCD aggregated to the State level on an annual basis. However, NCES should, over time, develop policies and procedures for the regular collection and reporting of district-level

resource data. In moving toward district-level resource collections, NCES should be particularly cognizant of (1) identifying potential reports that such data could generate and (2) the capacity of States to provide district-level data.

7. NCES should expand the annual CCD State Administrative Records Survey to include: (1) an average teacher salary measure that takes into account contract, career ladder, and other special-incentive pay and (2) a teacher salary measure that takes into account degree status and experience.

8. NCES should make a long-term commitment to establishing a program- and functionally-based accounting system. This will provide NCES, policy analysts, and other education researchers with better information about how education funds are spent and make it possible to relate program resources to the specific education needs of students. The particular program levels to be collected should be determined after additional study, taking into account the costs and burdens associated with the development of comparable definitions of relevant program categories across different locales.

9. NCES should expand the Federal Government's survey of private schools to include resource information. Wherever feasible, NCES should report private-school resource data from its surveys on a State-by-State basis.

10. NCES should establish, as a long-term objective, the collection of data regarding the status of buildings, including the number, age, condition, and facility needs of the Nation's schools.

11. NCES should regularly report data on the number and descriptive characteristics (i.e., age, sex, race) of instructional, instructional support, and noninstructional staff in the Nation's schools. Such data should be reported at the State level to the extent feasible.

12. NCES should establish, as a long-term objective, measures that indicate total dollar investments in education personnel. These measures should be specific to different types of staff (e.g., teachers, administrators, instructional aides) and include both direct compensation expenditures (salaries) and indirect compensation (fringe benefits).

III. School Process Statistics

School process measures address questions such as who provides classroom instruction, what is being taught (and how well), and what are the characteristics of the teaching and learning environment. It is the view of the National Forum that school process measures constitute a necessary and important component for monitoring the condition of education; informing education policy at the national, State, and local levels; and providing better mechanisms for accountability.

For the policymaker, there are three purposes for regular collection and reporting of school process measures. First, process measures can describe instructional practice and, with this, the degree to which quality education opportunities are available to all students in all schools.

Second, process measures can monitor reform--the degree to which recommended changes in education practice are actually being implemented. Education in the United States is periodically subject to reform efforts that call for substantial changes in current practice, including changes in curriculum emphasis, organizational structure, and teaching techniques. Monitoring these reforms requires a regular system of indicators.

Finally, process measures can help to explain discrepancies in education performance and point to reasons why student achievement may vary across locales and over time. For example, if student outcomes are improving more in one State than in another, knowledge of differences in curricula, instruction, and school organization can provide policymakers with clues to explain these differences and point them toward promising future policy directions.

We have divided our analysis of school process data into the following three interrelated subdomains that, taken together, comprise the context of instructional practice:

- implemented curriculum--including what is actually taught in classrooms: content and topic coverage, time and emphasis devoted to subject areas, course taking, and the context in which instruction occurs;
- teaching quality--including professional preparation, use of appropriate instructional strategies, acceptance of responsibility for student success and failure, and certification in assigned subject field; and
- school environment--including academic emphasis, school size and structure, curriculum offerings, discipline, staff development, and availability of high-technology equipment (e.g., computers).

Recommendations. The National Forum makes the following six recommendations for improving data collection and reporting in the domain of school process statistics:

1. The National Center for Education Statistics (NCES) should regularly collect and report national and comparable State-level data on student enrollment in academic and vocational secondary courses by race/ethnicity, sex, and other demographic subgroups as feasible and appropriate. To accomplish this, NCES must first develop procedures for ensuring the collection of broadly comparable data across States on secondary course offerings. The Office of Educational Research and Improvement (OERI)[1] should also determine the usefulness of collecting State-level data on time allocated to subjects in the elementary grades (such as that currently collected in the Schools and Staffing Survey of NCES).

---

[1] The Office of Educational Research and Improvement is part of the U.S. Department of Education.

2. NCES should regularly collect and report data at the national level on broad indicators of teacher preparation (e.g., certification status, number of courses taken in teaching area, major field, and preservice and inservice development and training experiences) by specific teaching assignment. Trends on these measures should be related directly to changes in the size of the teacher work force as well as student enrollment patterns (i.e., teacher supply and demand). In addition, NCES should investigate the feasibility of regularly collecting and reporting comparable State-by-State statistics using such measures and of reporting on the numbers of new teachers certified via "alternative" routes.

3. NCES should regularly collect and report data at the national level on student "opportunities to learn" specific instructional topics. Work should begin first on the high-priority subjects included in the national education goals (English, mathematics, science, history, and geography) and then proceed to other subjects. OERI should develop new measures of the depth and breadth of coverage for these topics for possible future collection and reporting at the national and State levels.

4. NCES should regularly collect and report nationally representative data on the school environment including school-level measures of academic emphasis (e.g., curricular offerings and enrollments) and decisionmaking practices. To the extent feasible, NCES should relate such data to important background characteristics of students attending these schools (e.g., sex, race/ethnicity, handicapping condition, socioeconomic status) as well as key demographic characteristics of the larger school community.

5. In order to measure progress in meeting the national goal of "safe, disciplined, and drug-free schools" (goal No. 6 adopted by the Nation's Governors and the President), NCES or other Federal agencies should regularly collect and report national- and State-level data on drug and alcohol use and on violence in the schools, as well as on policies and programs undertaken to prevent such occurrences. To develop measures of these, NCES should proceed immediately to examine the feasibility of augmenting its current sample surveys (e.g., SASS), mounting a new survey (e.g., using the Fast Response Survey System), or working in concert with other agencies concerned with these issues (e.g., Centers for Disease Control, Drug Enforcement Agency). To the extent feasible, these data should be related to the background characteristics of students and their home communities.

6. OERI should fund special studies to improve the measurement of important school processes including academic emphasis, subject-specific instructional strategies, depth and breadth of content coverage, the use of new technologies in instructional programs (e.g., personal computers), and methods of training teachers and assessing their competence. Newly developed measures created through such special studies may eventually be incorporated into future regular national collections and reports.

IV. Student Outcome Statistics

In past years, parents, legislators, Governors, and leaders of business and industry frequently asked questions such as "How are our education dollars being spent?" Today, the question is more likely to be "What is the result of spending our education dollars?" The Nation's citizens and policymakers increasingly demand information about the results--the outcomes--of schooling.

The types of information sought by policymakers about student education outcomes are reflected in the following questions:

- **What do our students know? Do they know as much as students in other States and countries?**
- **How many of our students complete high school? How many drop out? How do our graduation and dropout rates compare with those of other States and the Nation as a whole?**
- **What do students do after high school? How many attend postsecondary institutions? How many enter the military? How many enter the job market? How satisfied are they with their schooling experience?**
- **Are achievement levels, completion rates, attitudes about schooling, and the postsecondary-education enrollment and employment status of our students improving, staying the same, or declining over time?**

These questions reflect the Nation's growing concern about what students learn throughout their K-12 education and whether students are being prepared for the transition to postsecondary education, employment, and adulthood as responsible and productive citizens. The questions also illustrate the need for accurate information that policymakers can use in making decisions about allocating new education resources or reallocating existing ones; continuing current programs or developing new ones; and developing or revising policies, rules, and regulations.

Because States have the primary responsibility for education, it is important that they be able to assess and compare their progress toward meeting important national goals such as those established by the Governors and the President at the 1989 education summit.

Valid, comparable student outcome measures will improve public understanding of the condition of education and may help mobilize public interest in and support for the Nation's schools. Conversely, the inappropriate collection and reporting of such measures may result in data that are not truly comparable and do not reflect how schools are doing or what students are achieving.

We recommend that outcome measures be gathered and regularly reported in four distinct areas: student achievement, student participation and progression, student status after high school, and student attitudes and aspirations. In addition, all outcome measures should be reported by race/ethnicity and sex in order to shed light on disparities in education achievement among important subgroups of the population.

Recommendations. The National Forum makes the following 11 recommendations for improving data collection and reporting in the domain of student outcome statistics across 4 key areas:

Student Achievement

1. Comparable and uniform student achievement measures (using the State National Assessment of Educational Progress [State-NAEP][2], if proven valid and reliable) should provide State-by-State comparisons of knowledge in core content areas (reading, writing, mathematics, science, history, and geography) in grades 4, 8, and 12 at least once every 4 years. Knowledge in other subject areas such as literature, music, art, computer applications, and civics should also be periodically assessed to the extent feasible.

2. Differences in performance among important subgroups of students should be examined and reported at the national and State levels. Subgroups should include those traditionally associated with sex, race, and ethnic origin, economic status, and language status. Provision should be made for States, if they wish, to analyze the sample of the student achievement study in their States so that comparisons could be made among education units by significant subgroups.

3. Trends in student performance over time should be reported for all grades and subjects in which the achievement data are collected at the national and State levels. However, reporting trends over time should not restrict the development and use of new assessment forms that tap a broader range of student proficiencies than those typically associated with "paper and pencil" tests.

4. The Office of Educational Research and Improvement (OERI), including the NAEP program, should give priority to research, development, and experimentation with new assessment techniques that can provide broader and more sophisticated measures of student performance.

---

[2] State component of the National Assessment of Educational Progress.

5. State-by-State student achievement measures should include, in each administration, a performance assessment component(s). OERI should enter into cooperative research and development arrangements with State and local large-scale assessment programs.

6. Student achievement results should be scaled in a way to allow comparisons with international achievement measures such as those from the International Assessment of Educational Progress (IAEP) and the International Association for the Evaluation of Educational Achievement (IEA). Comparisons with international achievement measures should be made on a regular basis in order to monitor progress in achieving the recently developed national education goal adopted by the Governors and the President.

7. Information should be collected on courses of study completed at the time of national and State student achievement assessments so that links might be made between courses/curriculum completed and assessment results.

8. Discussion should continue into possible linkages of specific features of the National Assessment of Educational Progress (NAEP) and the National Educational Longitudinal Study (NELS) survey instruments as well as better coordination of the two surveys by the National Center for Education Statistics (NCES). One possibility is to equate the NELS achievement instruments to the NAEP items.

Student Participation and Progression

9. NCES, in cooperation with State departments of education, should obtain and periodically report comparable State-by-State data on school dropouts and completers by race/ethnicity, sex, and other important subgroups. The specific measures calculated should include:

   - An annual dropout rate as defined in the NCES Dropout Field Test or as modified by the results of the field test;

   - A synthetic cumulative dropout rate; and

   - A school completion rate incorporating, to the extent feasible, the recommendations of the Council of Chief State School Officers' (CCSSO) School Completion Task Force.

Student Status After High School

10. NCES, in cooperation with other Federal agencies and State departments of education, should investigate the feasibility

of obtaining and periodically reporting comparable State-by-State data on the following subjects by race/ethnicity, sex, and other important subgroups:

- The percentage of high school graduates who enroll in different types of postsecondary institutions within a year of graduation;
- The percentage of high school graduates who enter the military within a year of graduation;
- The percentage of high school graduates who enter the civilian labor force within a year of graduation; and
- The percentage of high school graduates in the civilian labor force who are employed/not employed one year after graduation.

Student Attitudes and Aspirations

11. OERI should fund special studies related to the regular collection and reporting of data on student attitudes toward education and schooling and future aspirations. These studies should investigate both the technical validity and reliability of potential statistics of this type and their perceived usefulness for purposes of education policymaking and planning.

Expectations and Future Actions

The 36 recommendations contained in this report provide an ambitious but essential initial blueprint for reform of the national elementary and secondary education data collection and reporting system. Implementing these improvements would substantially alter the landscape of this system.

It is important to make several points about the potential impact of the recommendations. First, many of the recommendations can be implemented through enhancements or modifications of existing surveys rather than through new data collections. In these cases, implementation is likely to be more feasible and less costly than might otherwise be true. The tables that accompany this document identify the specific agencies and national surveys that may be affected by implementing the recommendations contained in the guide.

Second, a basic data system infrastructure is being created through the National Cooperative Education Statistics System for implementing many of the statistical improvements we contemplate.

Third, there appears to be a reasonable balance of burdens between the States and the Federal Government associated with implementing the recommended improvements.

Finally, although some recommendations can be acted upon relatively quickly, others will require considerable time.

What are our expectations for this document? First and foremost, we expect that the guide will begin a systematic process of national reform in education statistics. Specifically, we expect that:

- **all members and associates of the National Forum will commit their constituent organizations to investigating the possibility of making the improvements necessary to meet the objectives outlined in the data improvement recommendations.**
- **this guide will serve as a basis for subsequent interchanges among members of the National Forum and relevant agency(ies) at the Federal, State, and local levels on strategies for implementing these recommendations.**
- **the National Forum will develop a strategic plan for implementing the recommendations based on the results of these discussions.**

Our expectations for this report are ambitious. We believe that the broad-based, consensus building approach by which the report was developed gives credence to its recommendations. We anticipate that those who develop and implement education statistical policies will find this improvement agenda useful and will take the agenda seriously. We hope they believe, as we do, that creating a national education data system based on a spirit of cooperation and consensus building will result in the highest quality data, superior policymaking, and, ultimately, a more effective and efficient education system.

Potential Data Development Implications of National Forum on Education Statistics Report Recommendations: Student and Community Background Statistics

(Appearing on Pages 118-120 of National Agenda Report)

Data Implications for:

	Recommendations	NCES Common Core of Data Surveys (CCD)	NCES Schools and Staffing Survey (SASS)	NCES National Educational Longitudinal Survey (NELS)	NCES National Assessment of Educational Progress (NAEP)	Other NCES Data Collections	Other U.S. Department of Education Data Collections (Agency)	Other Federal Government Data Collections (Agency)	New Research & Development Initiatives (Development Area)	State Collections or Subsidies* (xx = Yes)
1.	State and national fall enrollment counts by grade, by race and sex	School/District and State Nonfiscal Surveys								xx
2.	State and national "special needs" student counts	School/District and State Nonfiscal Surveys					OSERS OESE OVAE OPBE	FNS		
3.	Development of new State and national aggregate student counts						OSERS OPBE OBEMLA OME OCR	ACYF Census CDC	Counts of: LEP, Handicap by Race, Pre-K, "At Risk," Student Mobility	xx
4.	Improved socio-economic status measures							Census FNS	Free-lunch Counts and Potential Alternatives	
5.	Private school student background characteristics	Private School Survey	Private School Component							
6.	Analysis of education data by sex, race, LEP status, wealth & income	All Components	All Components	All Components	All Components	All Collections	OBEMLA OCR OPBE	Census BLS		

*Where indicated, States would have to commit additional effort/resources to implement the recommendations.

ACYF = Administration for Children, Youth, and Families, Department of Health and Human Services
BLS = Bureau of Labor Statistics, Department of Labor
CDC = Centers for Disease Control, Department of Health and Human Services
Census = Bureau of the Census, Department of Commerce
FNS = Food and Nutrition Service, Department of Agriculture
NCES = National Center for Education Statistics

OBEMLA = Office of Bilingual Education and Minority Language Affairs
OCR = Office for Civil Rights
OESE = Office of Elementary and Secondary Education
OME = Office of Migrant Education
OPBE = Office of Planning, Budget, and Evaluation
OSERS = Office of Special Education and Rehabilitative Services
OVAE = Office of Vocational and Adult Education

Potential Data Development Implications of National Forum on Education Statistics Report Recommendations: Student and Community Background Statistics (continued)

(Appearing on Pages 118-120 of National Agenda Report)

Data Implications for:

Recommendations	NCES Common Core of Data Surveys (CCD)	NCES Schools and Staffing Survey (SASS)	NCES National Educational Longitudinal Survey (NELS)	NCES National Assessment of Educational Progress (NAEP)	Other NCES Data Collections	Other U.S. Department of Education Data Collections (Agency)	Other Federal Government Data Collections (Agency)	New Research & Development Initiatives (Development Area)	State Collections or Subsidies* (xx = Yes)
7. Analysis of education data by other selected background characteristics	All Components	All Components	All Components	All Components	All Collections	OSERS OME OPBE	Census BLS		

*Where indicated, States would have to commit additional effort/resources to implement the recommendations.

BLS = Bureau of Labor Statistics, Department of Labor

Census = Bureau of the Census, Department of Commerce

NCES = National Center for Education Statistics

OME = Office of Migrant Education

OPBE = Office of Planning, Budget, and Evaluation

OSERS = Office of Special Education and Rehabilitative Services

Potential Data Development Implications of National Forum on Education Statistics Report Recommendations: Education Resource Statistics

(Appearing on Pages 121-124 of National Agenda Report)

Data Implications for:

	Recommendations	NCES Common Core of Data Surveys (CCD)	NCES Schools and Staffing Survey (SASS)	NCES National Educational Longitudinal Survey (NELS)	NCES National Assessment of Educational Progress (NAEP)	Other NCES Data Collections	Other U.S. Department of Education Data Collections (Agency)	Other Federal Government Data Collections (Agency)	New Research & Development Initiatives (Development Area)	State Collections or Subsidies* (xx = Yes)
1.	Revenues, expenditures, and human resources aggregate data	Fiscal and Nonfiscal Surveys								xx
2.	Training & support for fiscal crosswalk and fiscal redesign	Fiscal Survey								
3.	State resource cost adjuster								State Resource Cost Adjuster	
4.	State salary cost adjuster								State Salary Cost Adjuster	
5.	International cost of education comparisons						OPBE	Census	International Cost of Education Comparisons	
6.	District level finance collections	Fiscal Survey						Census	Local Fiscal Collection	xx

*Where indicated, States would have to commit additional effort/resources to implement the recommendations.

Census = Bureau of the Census, Department of Commerce

NCES = National Center for Education Statistics

OPBE = Office of Planning, Budget, and Evaluation

Potential Data Development Implications of National Forum on Education Statistics Report Recommendations: Education Resource Statistics (continued)

(Appearing on Pages 121-124 of National Agenda Report)

Data Implications for:

	Recommendations	NCES Common Core of Data Surveys (CCD)	NCES Schools and Staffing Survey (SASS)	NCES National Educational Longitudinal Survey (NELS)	NCES National Assessment of Educational Progress (NAEP)	Other NCES Data Collections	Other U.S. Department of Education Data Collections (Agency)	Other Federal Government Data Collections (Agency)	New Research & Development Initiatives (Development Area)	State Collections or Subsidies* (xx = Yes)
7.	Teacher salary	Fiscal Survey								xx
8.	Program accounting system								Program Accounting	
9.	Private school resource information	Private School Component								
10.	School facilities data								Facilities Data Collection	xx
11.	Numbers and characteristics of school staff	School/District and State Nonfiscal Surveys								xx
12.	Fiscal investments in personnel								Fiscal Investment in Education Personnel	xx

*Where indicated, States would have to commit additional effort/resources to implement the recommendations.

NCES = National Center for Education Statistics

Potential Data Development Implications of National Forum on Education Statistics Report Recommendations: School Process Statistics

(Appearing on Pages 125-127 of National Agenda Report)

Data Implications for:

	Recommendations	NCES Common Core of Data Surveys (CCD)	NCES Schools and Staffing Survey (SASS)	NCES National Educational Longitudinal Survey (NELS)	NCES National Assessment of Educational Progress (NAEP)	Other NCES Data Collections	Other U.S. Department of Education Data Collections (Agency)	Other Federal Government Data Collections (Agency)	New Research & Development Initiatives (Development Area)	State Collections or Subsidies* (xx = Yes)
1.	Course enrollments	State Nonfiscal Survey	Teacher Components District/School Components					NSF	Academic and Vocational Coursetaking	xx
2.	Teacher preparation and teacher supply and demand	State Nonfiscal Survey	School/District Components Teacher Components					NSF	Teacher Preparation Teacher Supply and Demand	xx
3.	Topic/content coverage and opportunity to learn		Teacher Components	Teacher Components					Topic/Content Coverage Opportunity to Learn	
4.	School environment		Public and Private School Components	School Components						
5.	Drug/alcohol use and school violence		School Components			Fast Response Survey System (FRSS)	OPBE	CDC DEA	Drug/Alcohol Use School Violence	
6.	Research and development on school process measures								Improved School Process Measures	

*Where indicated, States would have to commit additional effort/resources to implement the recommendations.

CDC = Centers for Disease Control, Department of Health and Human Services
DEA = Drug Enforcement Administration, Department of Justice
NCES = National Center for Education Statistics
NSF = National Science Foundation
OPBE = Office of Planning, Budget, and Evaluation

Potential Data Development Implications of National Forum on Education Statistics Report Recommendations: Student Outcome Statistics

(Appearing on Pages 128-131 of National Agenda Report)

Data Implications for:

Recommendations	NCES Common Core of Data Surveys (CCD)	NCES Schools and Staffing Survey (SASS)	NCES National Educational onglitudinal Survey (NELS)	NCES National Assessment of Educational Progress (NAEP)	Other NCES Data Collections	Other U.S. Department of Education Data Collections (Agency)	Other Federal Government Data Collections (Agency)	New Research & Development Initiatives (Development Area)	State Collections or Subsidies* (xx = Yes)
1. Student achievement by State				Student Components**					xx
2. Subgroup differences in student achievement				Student/Teacher and School Components					xx
3. Trends in student achievement				Student/Teacher and School Components					
4. Research and development in student achievement measures								More Sophisticated Student Outcome Measures	
5. Performance assessment				Student Components				Performance Assessment	
6. International comparisons				Student Components	IAEP/IEA				

*Where indicated, States would have to commit additional effort/resources to implement the recommendations.

** = If proven valid and reliable

IAEP = International Assessment of Educational Progress

IEA = International Association for the Evaluation of Educational Achievement

NCES = National Center for Education Statistics